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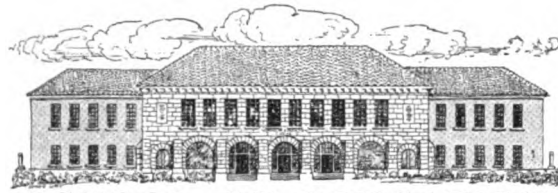
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THE EDUCATION OUTLOOK

Honorary Editor: FRANK ROSCOE

Spring 1936
Volume XIII, No. 1

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THE EDUCATION OUTLOOK

VOL. XIII. No. 1. *SPRING* 1936

THE BILL

THE story of our school system provides few instances of the cordial reception of an Education Bill. To see their children slaughtered or maimed is the common lot of Presidents of the Board. Mr. H. A. L. Fisher was one of the fortunate ones, but even his great achievement has not been allowed to come to full fruition. One of its most excellent features—the day continuation school—is still in storage.

It appears not unlikely that Mr. Oliver Stanley will find that his Education Bill must undergo many changes before it becomes an Act. There is a great body of public opinion ready to welcome the raising of the school age to fifteen and ready to oppose the scheme of exemptions put forward in the Bill. This opposition is not confined to teachers. It is shared by members of all political parties and, most important of all, by those engaged in the local administration of education. The last-named are well aware that exemptions cannot be provided on any equitable or satisfactory basis. The safeguards which the Government propose will be impracticable.

While the Bill is in Committee it is probable that some compromise will be reached. If the age cannot be raised to fifteen forthwith, let it be raised to fourteen-and-a-half without exemptions.

Compensation for the loss of children's wages should not be given in money. The age for regular wage-earning has been raised gradually from ten to fourteen, but it has never before been suggested that the State should compensate the parents by maintenance grants. On the other hand, parents who pay income tax are allowed a rebate on each child, and this rebate is continued so long as the child is being educated. It is somewhat strange that our legislators do not see that the principle of the income-tax rebate might be extended in the form of an educational warrant to every parent, allowing individual parents to choose the form of instruction they desired for their children.

This plan would solve the religious difficulty which threatens to arise again in connection with building grants to non-provided schools, and on the questionable scheme for employing " reserved " teachers to give religious instruction.

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THE ROYAL SOCIETY OF TEACHERS

Executive : THE TEACHERS REGISTRATION COUNCIL.

Readers are asked to note that although the EDUCATION OUTLOOK *will contain in every number a record of the Royal Society of Teachers and of the proceedings of its Executive—the Teachers Registration Council—these bodies are not responsible for the views expressed by the Editor or by contributors and correspondents.*

AT the meeting of the Council held on Friday, February 21, 1936, the Chairman opened the proceedings with a reference to the death of His Late Majesty King George V, and the following resolution and address were adopted and ordered to be sent to the Lord Chamberlain :—

Resolution

Meeting for the first time since the lamented death of His Majesty King George V, the Teachers Registration Council, representing the Royal Society of Teachers, desire respectfully to convey to King Edward VIII, to Queen Mary, and to the other Members of the Royal Family an assurance of deep sympathy in their bereavement. The Council recall with gratitude that His Late Majesty graciously recognized their work by commanding that the Registered Members of the Teaching Profession should be known as the Royal Society of Teachers.

Address to King Edward VIII

MAY IT PLEASE YOUR MAJESTY

On behalf of the Royal Society of Teachers, a body which includes 86,000 Registered Members of the Teaching Profession, the Teachers Registration Council beg respectfully to ask Your Majesty to accept an assurance of their unswerving loyalty and goodwill.

It is their heartfelt wish that Your Majesty may have a long and untroubled reign, and that for many years the young members of the nation may have the encouragement of Your Majesty's kindly interest in their welfare.

PROGRESS OF THE REGISTER

IT was announced that the number of applications for Registration and Membership amounted to 95,578. Of these, 47 had been received during the month of January.

The Council has good reason to be concerned over the fact that young teachers are not becoming Registered in anything like the number which is necessary. Inasmuch as the Council is, and must be, financially independent of support from public funds under pain of sacrificing its independence in other matters, it is urgently necessary that qualified teachers, who will ultimately derive benefit from its exertions, should

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manifest their belief in the movement by becoming Registered without delay.

It is true that many individuals have little or nothing to gain by taking this step, but the same might be said of their membership to other associations. A co-operative undertaking cannot promise an immediate and tangible return to every subscriber.

Teachers in general give at least lip-service to the idea of a united teaching profession, endowed with a considerable measure of self-government, particularly with regard to the standards of admission. This aim can never be realized so long as the lip-service is not attended by the small financial sacrifice involved in paying a single and final fee which amounts to about one half-penny for each week of a teacher's pensionable service. In other professions far heavier payments are demanded.

It should be realized that qualified teachers who withhold their support from the Registration Movement are weakening the hands of the Council in its effort to secure that none save Registered Teachers may exercise professional supervision over the work of teachers. There is nothing unreasonable in this proposal, and sooner or later the authorities, central and local, will see the value of having in the teaching service a body of men and women who are working under a sense of professional responsibility and not only for the sake of obtaining a salary or pleasing an inspector.

APPOINTMENT OF SECRETARY

STEPS are being taken to appoint a Secretary in place of the present holder of the office who is due to retire next Michaelmas.

The Council invited preliminary letters in connection with the post, and of these one hundred and thirty-four were received. After careful consideration by a special committee nineteen applicants, including two women, were each invited to complete forms of application and to submit two testimonials. These applications are now being considered, and it is expected that a small number of applicants will be invited to attend for interview on Friday, March 20.

The new Secretary is expected to begin duty on September 1, thus being associated with his predecessor for a few weeks before taking over the sole responsibility.

It will be noted that the Council's method of making this appointment has been designed to avoid the usual practice of asking for testimonials and formal applications from a large number in the first instance. This usual practice gives rise to much unnecessary trouble and embarrassment, and it would be well if the Council's method were copied in other appointments.

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LETTERS TO THE EDITOR

ON LECTURES AND LECTURES

To the Editor of the "EDUCATION OUTLOOK."

SIR,

Bravo, Mr. Gabriel Searl and his strictures, particularly applicable to the majority of Honours lectures in the University. I can speak feelingly as I had once under duress to attend a set of lectures on Plato's *Sophist*, which were almost entirely devoted to comments on the "enclitics" by which the Greeks so wonderfully indicated the play of their reason and emotions. Still the work one read, and not these highly significant "hiccups," should have been the main object of the lectures, which suffered from the disadvantages and disabilities enumerated by Dr. Johnson. Such lectures as Mr. Searl described are probably of use to the weaker Honours students, but most of the latter would be far better employed if their studies were directed towards the attainment of an ordinary degree, in which lectures combined with a large amount of teaching are in place. The insane rush towards obtaining an honours degree has much to answer for in regard to these *terre à terre* lectures.

The only lectures which seem justifiable for honours students are those which deal with acquiring the technique of special subjects combined if possible with seminar work, or lectures not of the humdrum type described by Mr. Searl, but containing a mass of information that the student cannot readily collect and collate for himself. I still remember lectures at Cambridge by such masters as Heitland and Peile which were models of this kind, and this leads me to say a word for what I would call the extensive (not extension) lecture, that deliberately covers a good deal of ground and gives a bird's-eye view of a subject. It serves as a condiment to whet the hearer's appetite, and gives him a set of pigeon holes into which he can insert the knowledge he subsequently acquires.

It is indeed strange in these days of dictionaries, encyclopædias, and other arsenals of knowledge that we should still think it necessary that a scholar should carry all his knowledge in his head. Much better seems the ideal underlying the French *agrégation*, the finest training for scholars yet invented, if culture is considered an indispensable part of scholarship. The French students—for the examination—are taught how and where to find the knowledge they require. They are not examined on the amount of knowledge they can at any given moment carry in their heads, but tested on how they can get up and present a subject they have studied intensively and defend their views during a long duel with their examiner, having spent perhaps some four hours before in a library to refresh and refurbish their knowledge. It is not surprising that we find French University professors only giving three lectures a week, while their overworked English colleagues give sometimes as many as twelve and more. No wonder, then, that the French lecture profits by the time the French professor can devote to it.

In conclusion, I will once more reiterate that this plethora of lectures in English Universities is largely due to the need of peptonizing the subject-matter for students who would be better employed in continuing their general education. The greatest need in the schools to-day is for graduates with more than one subject to their bow.

Yours faithfully,

CLOUDESLEY BRERETON.

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FROM THE OUTLOOK TOWER

PROMISE AND COMPROMISE

THESE words may be taken as comprehending the art of government in a modern democracy. The guarded promise will bring support and the subsequent compromise will allay opposition. The outcome may be ill-shaped and unsatisfactory, but the politician will remind us that we live in an imperfect world.

So before the election we were told that the school-leaving age would be raised to fifteen, with exemptions for "beneficial employment." Now we find that the process is to take three years, and that in practice the exemptions will be so numerous as to limit the operation of the measure to the less alert-minded children. This is bound to happen, because parents in poor circumstances will not be content to accept the views of a Local Education Committee concerning "beneficial employment." To them, if not to the child, any job which brings in a few shillings a week will be "beneficial." The Bill cannot properly be described as an Education Bill. In the main it is an attempt to regulate the entry of children into wage-earning. A few weeks or months may be added to the child's school life, but the bolder and wiser plan would have raised the leaving age to fifteen, without exemptions.

MAINTENANCE ALLOWANCES

IT is said that if the school-leaving age is raised to fifteen all round there must be compensation for parents in poor circumstances, since they cannot rightly be deprived of their children's earnings. Similar arguments might have been advanced with each step in compulsory schooling. When half-time labour by children was abolished in 1918, it was not suggested that the parents should receive compensation. On the other hand, all parents who pay income tax are allowed to claim a rebate in respect of each child who is in full-time attendance at an approved educational institution. This rebate is an indirect maintenance grant, and it may continue to the end of the university stage or beyond.

This indirect grant is not charged to the education funds, and there is no good reason for making these funds bear the cost of maintaining children. No part of the money granted by Parliament for education should be diverted from its proper purpose. Yet the education account is charged with such accessories as school meals, milk rations, and other items which ought to be assigned to the public assistance branch. We have drifted into a misuse of education grants. It is worth recalling that in the days when fees were charged in public elementary schools parents who could not afford to pay them might obtain relief, not from the School Board, but through the Overseers of the Poor.

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A NEW MINISTRY WANTED

OUR increasing regard for the welfare of the coming generation is a sign of advancing civilization, but it is marked by want of forethought and of careful planning. The schooling of children is undertaken by several different departments of State, including the Board of Education, the Admiralty, the War Office, the Air Ministry, the Labour Ministry, and the Home Office. The Ministry of Health also plays a part of great importance.

Government departments seldom find it possible to co-operate wholeheartedly, and our young citizens suffer from a clash of interests and confusion of purpose. A remedy might be found if the Board of Education were converted into a Ministry for Children and Young Persons, with power to supervise all State activities which directly affect the welfare of young citizens.

This supervision should not be exercised in a manner which deprives parents of responsibility for the proper care of their offspring. The State has an interest in the training of its future members, and this interest could best be manifested in the form of warrants or credits to cover minimum State requirements, leaving individual parents to supplement these as they may desire.

This plan would turn the corner of the long-standing " religious difficulty " and would be an act of justice to the parents who now prefer to send their children to independent schools.

SENIOR SCHOOLS

IT is now nearly ten years since the Consultative Committee propounded what is known as the " Hadow Scheme." This received a warm welcome from all who are interested in education, and local authorities have been encouraged to proceed with plans or re-organization to the end that senior schools might be provided everywhere.

It should be borne in mind that the Hadow Scheme involves no new principle. It is based on a recognition of the plain truth that primary instruction should end somewhere between the ages of eleven and twelve. In fact, this is where it used to end in the old days of the " Code ".

It was found that many wished to remain, and for these post-primary instruction had to be provided where possible. Hence the development of Higher Grade Board Schools. With all their defects these institutions did furnish instruction which met the needs of children for whom the more orthodox secondary school course was not available.

Since 1902 we have developed our secondary school system and have raised the primary school-leaving age. But there is still a gap which can be filled only by the provision of senior schools for children between eleven and fifteen years of age.

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" SECONDARY " OR " SENIOR "

THE time has come for a revision of the nomenclature in our school system. The terms now in use have been adopted as need arose, but taken together they produce confusion of mind. We should have more regard to the stages in schooling before we attach labels to schools. The recognized stages may be set out thus: Infant Welfare Centre, Nursery Centre, Junior Primary, Senior Primary, Junior Secondary and Senior Secondary. The two " centre " stages should not be compulsory and should cover the first six years. Then compulsory schooling should begin with the two primary stages, the junior primary being a link between nursery and school, lasting for two years. Following it would come the senior primary stage from 8 to 11 +. The secondary stages would provide for those leaving school at 15 and for those remaining till 18. If it is thought necessary to label a school the label might describe the stages of schooling which are taken under its roof. The labels now used are misleading. Public elementary schools have pupils in the junior secondary stage and public secondary schools have pupils in the primary stage. In some secondary schools for girls there are Kindergarten departments, but the teachers therein rank as " secondary " under the Burnham Scale. They earn their salaries, no doubt, but this is true of all teachers who work efficiently at any stage, whatever the type of school.

" RESERVED " TEACHERS

THE new Education Bill proposes to institute yet another category of teachers, who will be labelled " Reserved," after the manner of a railway compartment or a restaurant table. Under the present arrangement the managers of a non-provided school have the right to appoint and dismiss their teachers, but the Local Authority may veto an appointment on educational grounds. Under the proposed scheme the appointment and dismissal of the teachers in all schools—provided and non-provided—will rest with the Local Authority, which must, however, take steps to appoint in non-provided schools some teachers who are fitted and willing to give religious instruction as required by the managers. These teachers are to be called " Reserved Teachers."

Already some religious bodies are demanding that all the teachers in their schools must be " Reserved." Local Authorities will be forced to impose religious tests for the first time in their history, and they have declared themselves unwilling to do this. Teachers as a body do not want the tests. If this difficulty is not met the Education Bill will share the fate of many of its predecessors and expire in the odour of sanctity. It would be interesting to know how much of dogmatic religious teaching is comprehended by children of primary school age.

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EXAMINATIONS

THE tedium of pedagogic pursuits has been relieved of late by the discovery that examinations are not exactly dress rehearsals of the Day of Judgment, and that examiners are not infallible. This, at least, is the first outcome of the work of the committee of the International Institute Examinations Enquiry, as revealed in a sprightly pamphlet published by Macmillans at 1*s.* net, under the title, *An Examination of Examinations*.

More properly the work might be described as an examination of examiners, and we should be led to the conclusion that most of our examiners are below the pass mark. Either they are attempting the impossible, or failing lamentably in the possible. Naturally the victims of this criticism have been moved to protest. They describe in gruesome fashion their elaborate machinery for assessing and checking, and are prepared to affirm that their verdicts are trustworthy. Perhaps we ought to ask whether the verdicts are reached by methods which are sensible. The measurement of the ability of a boy or girl can hardly be carried out by any process of written examination, although the result of this test is not to be ignored. The danger lies in treating the examination as a sole test, especially when the future of a candidate may depend on the result.

HOMEWORK

THE less stately homes of England have begun to protest against the burden of homework inflicted on their junior inmates. The cry goes forth that youngsters who have spent five hours or more in the classroom are required to work at home for perhaps three hours or more. Hard cases make bad law, and extreme examples prove nothing. Nevertheless there is a danger of imposing too much homework. It arises most often when specialist teachers make their own demands without due regard to those made by their colleagues. Up to the age of sixteen the homework should not exceed one hour, and it should be confined to exercises on work already explained. The home circumstances of many children in our modern secondary schools are not favourable to private study. Yet private work should be practised. In many schools the preparation called homework should be done at the end of the afternoon session, the teachers taking turns at supervision.

By this method the difficulty of home circumstances would be overcome, and the pupil would still have the necessary practice in private work. Perhaps the most novel argument against homework is that put forward by a boy, who said that if it were abolished the masters would not have to spend time in correcting the mistakes made by fathers and mothers.

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A TEN-YEAR PLAN

ONE of the chief defects in our system of national education is that it cannot be called a system. It has little organic unity and shows no evidence of forethought. Like Topsy, it has "growed." This defect is offset by freedom from regimentation and by a readiness to recognize the independence of schools. These attributes might be retained, and at the same time we might have in clear view some definite aim to be reached, it may be, by differing routes. Our present position is that we have differing routes, some of them leading to no point worth reaching, and some ending half-way. Few of the routes now followed have been well surveyed or mapped out in accordance with established educational principles.

A cordial welcome is due to the efforts of a small group, headed by Lord Astor, who have lately put forward a Ten-Year Plan of educational development. The period is short, for experience has taught us that even small changes for the better usually require thirty years for their accomplishment. Yet the changes proposed in the Plan have already been maturing for years past, and it is possible that they may be brought together and carried through in even less than ten years, with the co-operation of the Board and the Local Authorities.

FEATURES OF THE PLAN

THE great merit of the Plan lies in its recognition of the need for safeguarding the bodily health of children. Schools are to be brought up to date, and open-air work is to be encouraged, especially with infants. For these it is proposed to have nursery schools taking children from two to seven years of age. This would involve administrative difficulties in regard to existing "infant schools" which normally receive children of five, the age when compulsory education begins. Beyond this stage the Plan follows the lines of the Hadow Scheme, with the operation of the Day Continuation School clauses of the Fisher Act. The cost of the Plan is moderate, and there is a valuable suggestion that loan charges for buildings should rank for 50 per cent grant from the Board, instead of 20 per cent. The central feature is the proposal to improve school buildings. Very many of these are wholly inadequate for modern needs. The "Black List" compiled years ago is still far from being wiped out, and in the meantime many schools have qualified for admission. School buildings need not be elaborate or unduly costly. In previous times we have made the mistake of treating them as permanent, instead of making them adaptable to new needs. This is one of the factors which serve to hamper the development of our educational system.

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SCHOOL BROADCASTING

THE Report of the Ullswater Committee pays a well-merited tribute to the work of Sir John Reith and his colleagues. It also urges that a receiving set should be part of the normal equipment of every school. At present there are some 4000 schools in England which make use of the programmes drawn up by the Central Council for School Broadcasting. The number is increasing rapidly, and this development will be fostered by the interest now shown by the Board and by Local Authorities. The work of the Central Council has been directed towards providing information and contacts which schools cannot be expected to provide for themselves. The material thus furnished has been excellent in the main, but in many schools the reception has been poor. All schools using the broadcast talks should obtain from Broadcasting House a copy of the pamphlet which gives a list of approved apparatus. It should be remembered that the broadcast talks are not classroom lessons. They are best treated either as the starting points of lessons, or as simple experiences which will provoke thought and provide some enlightenment on matters outside the conventional range of school instruction. A discriminating use of the talks and of the broadcast music will be of great value in school work.

SCHOOL JOURNEYS

AMONG the school activities which may prove to have an international significance in future must be reckoned the school journey. Hitherto, as far as elementary schools are concerned, the journeys have been mainly confined to our own country. Now they are being extended to the Continent, and by the experience and devoted labours of the School Journey Association it is possible to take parties abroad for an outlay which is almost incredibly small. The value of these trips, whether at home or abroad, is manifest to all who have taken part in them. The children see new places and gain fresh experiences of social life. They are no longer fettered to the parish pump.

The educational value of the journeys goes far beyond additions to their knowledge of such subjects as history and geography. They learn that boys and girls abroad are akin to themselves in spirit. Perhaps when they grow older they may retain some sense of kinship with the peoples of other lands. This will help to break down the barriers between nations and thus serve to ward off international conflict. The work of the School Journey Association should have the cordial support of every teacher. The Honorary Secretary is Mr. H. W. Barter, 35 Park View Road, Addiscombe, Croydon. He will be glad to send information regarding the work or to offer suggestions concerning school journeys at home or abroad.

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EDUCATION AND THE WORLD CRISIS

By FREDERIC EVANS

NO League of Nations can solve the problem of a world society until the personal difficulties in society are solved. Stability can come only through a revaluation of the human personality and the recognition in systems of government of the inherently personal nature of human life. Tranquillity is only possible in a community of free individuals in which the completely achieved personality is impersonal, and an objective rather than a subjective attitude to life supervenes. The difficulties which beset the way of human society to this goal are psychological rather than physical, as there is obviously a sufficiency of material things and of technical knowledge to make the world anything that human desires wish it to be. Quite clearly, then, the new Jerusalem can only be built upon foundations laid by education. The psychological difficulties can only be removed through the instruction of the young in a right attitude towards the peoples of the world and their problems.

Both economically and politically, world society has to discover a new order of life if it is to survive. There is, in the study of the modern sciences, good cause for optimism as far as their results upon human thought and behaviour are concerned. The mechanical sciences, which concerned themselves with things, gave us the Industrial Revolution and material plenty; the newer sciences are concerned with life, and they may just as well be the precursors of a new valuation of human life and its freer and fuller living amidst an equitably distributed abundance. The mechanical sciences have almost destroyed human society, the biological sciences may yet serve to redress this loss of balance in personal values. In this new trend the work of educators is clearly of supreme importance, and the preparation of the young generation for the new world should be the conscious and conscientious task of the schools.

Here we meet with a practical difficulty. The teacher is always faced with the dilemma of deciding whether he has to train his pupils to fit a society such as that which exists at the time, or whether he has to prepare them to take their places in a rapidly changing world. There may be conflict between these two attitudes towards education. Vested interests and conservative opinion will demand the first kind of preparation, and progressive thoughtful people will recognize the need of the second kind of education. There seems to be only one safe line for the teacher to take, and that is to give the facts of human endeavour as he sees them, the realities of human relationships as he understands them, and to leave the conclusions to the logic of facts and

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circumstances. It is not the business of the schools to produce any particular opinion, but it is their business to present the facts without predjudice.

After ten years of progress in the education of children for world co-operation, teachers may see in the Japanese adventure, in the Fascist control of Italy, and in the Nazi grip upon Germany, cause for acute discouragement as to the worth-while-ness of the endeavour of the schools to produce a world society of free individuals and a psychology for international co-operation. But we must take a longer view. In all great movements there have been the swings of the pendulum. The advent of Russia into the League of Nations may be the sign of a new swing. Who knows but that from Britain will again emerge, when all experiments in dictatorship have failed, the new form of organization for human society? The Mother of Parliaments may yet show the modern world the way to a government of the people by the people, which will reflect the needs of the times.

Thus it is necessary in Britain, more than in any other country in the world, that education for the new human society should continue. And even if the opinions of the pessimists may seem to be true, the work must still go on, for, Sisyphus like, if society does not continue to roll the stone of world conciliation and co-operation up the slopes of the steep hill of life, the stone must roll back upon it and crush it out of existence. The work of education for world citizenship, whatever the world situation may be, must therefore go on diligently, deliberately, faithfully, for, unlike Sisyphus of old, if the top of this fateful hill is reached, there will humanity find a new tranquility and a new freedom.

ELECTRIC MAPS

IN a Dewsbury school a number of maps are ranged on panels round the walls. A touch of a button and one of the maps is lit up showing the British coalfields; another button and our mountain ranges and forests spring to light. Other maps show Roman camps, Saxon villages, trade routes, volcanoes, deserts and lakes, all brought into being by a touch of the switch.

A sketch of an ancient Briton standing on the hillside becomes, at the press of a button, a skin-clad figure in a cave, preparing to defend himself. Another touch and the inside of a ship becomes alight to show its compartments and workings. There is a roll map of the world to which is attached a clock giving the time of day in any part of the world. The boys themselves helped to assemble the maps and wired them.

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THE YOUNG READER

By FRANK HAIGH

IF "the whining schoolboy with his satchel and shining morning face" still "creeps like a snail unwillingly to school," as he did in Shakespeare's time, he certainly does not either creep or go unwillingly to the junior section of the Public Library. There it is you find the real spirit of a true democracy. The boys from the local grammar school, the girls from the high school—when not doing too much "swotting"—rub shoulders with the pupils of the modern school, the scholars from the technical school, and those still obtaining all that goes by the name of elementary education.

The common bond which draws all these young folk together is their love of reading. They are meeting the same people, characters who will accompany them through life—Long John Silver, Peter Pan, Gulliver, Robinson Crusoe, Mowgli, Kim, Huck Finn, and a host of others.

Some of the books are very old in the sense that they have been written a very long time—the fact that they are still extremely popular and equally meritorious has caused them to be dubbed as children's "classics." Yet a few of them were never written for children, although the junior reader seems to have monopolized them as his own. *Robinson Crusoe* and *Gulliver's Travels* are examples.

The popularity of authors is an interesting study. Since these junior classics were written juvenile literature has had its important writers, authors of undoubted merit. But they have had their day and are now practically superseded by others whose writings touch more modern conditions. Nowadays one hears very little of Captain Marryat or Captain Mayne Reid, and poor old Kingston, and R. M. Ballantyne, and even Henty. They are fast giving way to such writers as Strang, Brereton, Westerman, and others.

"There are no aeroplanes in Henty," a boy excused himself by saying. There weren't in Defoe and Swift! But there were characters —and a much more than usually wonderful imagination; perhaps that's it.

So it seems that the fundamentals of a sound reading mind must not be in the acquiring of knowledge or even learning "how to do," valuable as both these are, but more in the becoming familiar with those books which can be said to belong to no time.

Opinions are bound to vary as to what is an ideal selection, just as authorities—perhaps self-imposed—have on the question of the "hundred best books" for adults. Taking the older books, *Gulliver's Travels* and *Robinson Crusoe*, already mentioned, and perhaps *Pilgrim's Progress*. Then there are the Fables of Aesop, the fairy tales of Andersen and

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the Brothers Grimm, *The Arabian Nights Entertainments*, *Alice in Wonderland*, *Little Women*, and *Tanglewood Tales*, not forgetting Kingsley's *Water Babies*. With the addition of a few more young people's classics, such as Kipling's *Just So Stories* and his Jungle Books, Barrie's *Peter and Wendy*, the old favourite school story, *Tom Brown's Schooldays*, *Winnie-the-Pooh*, *Treasure Island*, *Uncle Remus*, *Tom Sawyer*, *Huckleberry Finn*, *A Christmas Carol*, *King of the Golden River*, and *Wind in the Willows*, one would be fairly safe in saying that they constitute the nucleus of a children's library, in the same sense that the Ten Commandments are the foundation of the Law.

There is something in the edition, especially when intended for young readers. The many volumes edited and nearly re-written fall short of the author's actual writing. Such a book often becomes another and an inferior book altogether. It is not the same. The physical properties of the volume, too, are not without their importance. The paper should be good, the print clear and not too small—and the illustrations should be a feature.

Still, a young person will require more reading matter than a few selected classics, however attractively presented. There is a wonderful range of writers of school tales for both sexes, and both serious and light volumes about scouts and guides. In fact, almost every thing and every place has been taken as the subject of some yarn or other.

Then there are the non-fiction classes of literature. Good poetry, a selection of the leading dramatists, a few "classic" travels, books about other countries, the lives of great men and women, history, the "practical" type of book, wireless, science, electricity, engines, pets, hobbies, games, sports, folk-tales, a few selected volumes about the Bible. These give an idea of the range of subjects which should be available to select from.

Two other books of importance are *The Children's Encyclopædia* and *Cassell's Book of Knowledge*.

One must not forget the importance of reference books. An encyclopædia is almost as necessary as a dictionary or an atlas. A dictionary of dates, too, must not be forgotten. If most of the books are borrowed, as they probably will be, one would like to see the reference books, at least, bought.

VERSE

BIRD VERSES AND OTHERS. By IDA W. WARD. Silas Birch Ltd. 6*d*. net.

IN this booklet Miss Ward offers examples of her poetical skill and pleasing evidence of her knowledge of bird life. She has a happy knack of utilizing the names of birds to add to the musical quality of her lines. The little volume will be welcome to all bird-lovers and it will form an appropriate Easter Card. R.

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THE STATUS OF THE SECONDARY SCHOOLMASTER

By STANLEY ROWLAND

IN early times teaching, preaching, and healing were charity functions performed by monks and friars. Tradition dies hard in England, and teaching and preaching are still largely regarded as gratuitous vocations, bringing their own reward, and not to be measured by ordinary economic standards of professional remuneration.

The medical profession, whose skill is more obviously indispensable and more gaugeable in its results, has long ago shaken off this tradition and secured its rightful economic status (though even here with the general public the tradition lingers on in the attitude of some patients towards payment for services rendered).

Schoolmasters, during the past thirty years, have been steadily fighting for a similar recognition of their profession. The three chief landmarks in their progress are the safeguarding of tenure, the establishment of a Teachers Register, and finally, the appointment of a committee under Lord Burnham to review the whole question of teachers' salaries. Of the three, the soundest settlement was that of the tenure question, which has remained undisturbed, and seems permanently secure.

As regards the Teachers Register, the situation is not yet as it should be. And for this the teachers themselves—both assistants and headmasters—are to blame. The former still regard the Register in a " take it or leave it " manner, and do not recognize that it can only become truly representative when all teachers consider enrolment a professional obligation, and when all headmasters insist on registration as a condition for their staff appointments. There is still a long way to go before the Teachers Registration Council attains the same professional authority as the General Medical Council. Teachers should realize that the low public estimate of their profession, the derogatory inspections to which they are subjected, the cavalier attitude of governments towards them, and the insulting references to them made by public speakers and by a section of the press, all derive from the time when teachers were a nondescript body of good, bad, and indifferent—highly qualified and efficient, unqualified but efficient, and both unqualified and inefficient—men and women, who often took up the work as a makeshift occupation requiring no standard credentials or apprenticeship. If teachers would realize this, they would be better able to grasp the fact that the future recognition of teachers as a trained and learned profession equal in standing to the other learned professions can only come by the development of a corporate professional spirit among themselves.

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As regards Secondary School teachers, the Association of Assistant Masters, founded long before the Registration Council came into being, has grown steadily in strength and authority during the past twenty years, and may now be considered practically to represent the whole body of Secondary teachers; though there is still a percentage of teachers who, while reaping the benefit of its services to the cause of education and the profession, remain outside its organization. With some of them it is a case of confirmed opposition, but with the majority it is inertia and deficient sense of corporate responsiblity. Whatever the cause, the fact can only be regretted as a loss of strength to the profession; compulsion, in any other form than that of public opinion, is out of the question.

But as regards the Teachers Register, lack of support is far more serious. The Register can have no recognized value until registration becomes the official cachet of every practising schoolmaster.

The third stage towards the adequate recognition of the schoolmaster's status was, as has been said, the formation of a committee under Lord Burnham to review the whole situation regarding teachers' service, and to issue an all-embracing scheme of recommendations as to salary scales. These recommendations were to hold good for a period of years, when the Committee would be again set up to review the situation, continue the arrangement for another period of years, or modify its terms where need had arisen.

The report of the first Burnham Committee gave considerable satisfaction to the teachers. For though the salary scale fell short of their reasoned claims, the fact of its being definitely drafted as a minimum scale left room for expansion, and did not close the door to ambition. This scale, in its minimum form, became, in a comparatively short time, generally adopted throughout the country. The "award" had no compulsory power, as teachers are not yet civil servants; but, once the majority of schools had adopted it, force of circumstances compelled reluctant authorities to fall into line; and it was not long before the scale became sufficiently universal to be termed a national scale.

But there was this anomaly about the position, that, while there was no power that could enforce the full acceptance of the Burnham award, there *was* a power by which its operation could be, and was, materially limited and robbed of its full beneficence. This power was the Board of Education, which, by restricting its grants, deprived the Burnham award of its elasticity and made its minimum provisions the standard beyond which no authority could go unless it was prepared to bear the whole additional cost. To their credit be it said that two authorities* at least, having adopted the higher salary provisions allowed for in the

* West Ham and the Hulme Trust.

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award, maintained them, after the Board's adverse decision became known, for many years at their own expense. The London County Council, and other authorities that had proceeded to pay salaries on a higher scale than the minimum, had to reverse their policy and enforce a repayment by instalments of any excess that their teachers had already received.

The whittling down of the Burnham recommendations to a standard wage based on their minimum scale had two evil results. The first was that it created a deadening uniformity throughout the profession, blocked any chances of promotion, and removed all scope for ambition on the part of the teachers. If all jobs were paid alike, and only service counted, why should a teacher aim at appointment to harder work or to a school that had been held in higher repute, if it meant no corresponding improvement in his financial standing?

The other result, if not so serious as regards education, was far more serious in its influence on the stability of the agreement. The increase in cost involved by the new scales was naturally more acutely felt by the poorer than by the richer authorities, and this feeling was probably intensified by the absence of any margin for differentiation. Consequently, it was not long before an agitation against even the minimum scale was started, and, once started, threatened to endanger the whole settlement.

The successive steps in the violation of the agreement are well known, and need not be retold here. The actual abatement in Secondary teachers' salaries from the minimum Burnham recommendations works out at 22 per cent, and this in spite of the fact that the Burnham scale was drawn up as a mean average scale independent of cost of living fluctuation, and was accepted by the teachers' panel on this understanding.

When the outlook has cleared sufficiently for the Burnham Committee to resume its sittings, these points will no doubt receive their due attention.

One of the main difficulties in the way of establishing the status of the Secondary schoolmasters lies in the confusion in the public and apparently also in the ministerial mind between the Elementary and the Secondary grades of the profession—grades that may be said to correspond roughly to the first and second divisions of the Civil Service. This more particularly arises in the case of State-provided or State-aided Secondary schools, a type of school whose rapid growth in quite recent times has brought Secondary education within reach of a very large number of boys who previously would have ended their education on leaving the Elementary school.

For many years the popular slogan has been "Secondary education for all," and successive governments have supported education authorities

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in extending this Secondary system, with the natural result that the education estimates have very considerably increased. Present-day "economists," viewing these estimates as a whole, seem, by their utterances, to regard this increase solely as evidence of extraordinary betterment in the position of what they generically call the "teacher." This useful generalization has also been adopted by a section of the press as a legitimate means of facilitating argument; and when the late Secretary for Education emphasized the superiority in position of Elementary teachers in England as compared with those in Continental countries, certain newspapers, in reporting the speech, omitted the word "Elementary."

Now the teachers in these Council Secondary and similar schools, though they deal with boys who are for the most part ex-Elementary schoolboys, are themselves Secondary teachers of the same university type as the public schoolmaster. The only difference is that the great Public Schools annex the majority of athletic "Blues," and consequently have a somewhat higher percentage of Oxford and Cambridge over provincial university men. Comparisons between different countries are, at the best, of very conditional and dubious value; but, if they are to be made, they should be made fairly. In France the equivalent class enjoys a public respect and status undreamt of in this country. The initial salary is less, but so are the initial qualifications. The fully qualified Secondary teacher, or *professeur*, as he is honourably termed, not only attains as high a salary, but has far longer holidays and shorter hours. The teaching hours are fifteen per week, and, in many cases less; and headmasters are instructed to arrange these hours to the maximum convenience of the teacher, who is not, like the English schoolmaster, expected to devote all his remaining energies to school activities, but is recognized as having his own interests and future to develop. He may devote himself to literature, or to politics—in both many have achieved distinction; or he may continue his academic studies and compete for the promotion to university appointments, all of which are filled from the ranks of the Secondary teacher.

In England teaching is a blind alley. Headmasterships, being restricted by age, do not count. An English Secondary schoolmaster reaches his maximum salary while still in the forties, and has no higher prospect to stir his ambition and encourage his efforts. Is it to be wondered at if sometimes he degenerates into a disillusioned and sardonic pedagogue?

When a French *professeur* was told the normal successive hours of teaching his English colleagues performed, he replied, "*C'est abrutissant. Moi, je ne pourrais pas le faire.*"

The utter ignorance of what the professional life of a Secondary teacher involves, shown in the utterances and questions of Members of

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Parliament, would be ludicrous were it not so pernicious in its influence through the press on the minds of a public almost equally ignorant. One member recently conceived the brilliant economic idea of calculating the number of days, or hours, that a schoolmaster teaches! As if a teacher were a Post Office clerk, whose hours were measurable by the clock, and not a man whose life was a perpetual study, and a continuous strain extended over three months at a time of giving out inspiration in a succession of crowded hours of incessant activity. Such long continued strain can only, as doctors well know, be slowly repaired by long periods of rest. And the wisdom of the traditional allowance of holidays for recruiting the nerves and refreshing the spirit of those engaged in the higher branches of the teaching profession is so universally recognized among intelligent people that it is not likely to be confuted by any business specialist ventilating his ideas of "value for money."

As regards our new and widespread system of state-supported Secondary schools, the London County Council, who were pioneers in the movement, early set a high standard of qualification for their staffs, confining appointments to men with honours degrees. The governing bodies of many of these Secondary schools seek for their headmasters men already on the staffs of Public Schools; and these headmasters enthusiastically proclaim their schools to be the public schools of the future, and set to work to create a tradition of public spirit among their rawer but promising material. The standard of education is in most cases as high as that of the Public Schools. Matriculation and Intermediate Examinations are taken in the ordinary course, and scholarships at Oxford and Cambridge are by no means uncommon, in spite of the poorer boys' natural handicap in hereditary culture.

Some people may deplore this tendency to follow the Public School in academic distinction, and it is a very debatable point whether the best needs of the average boy of this class have been met by this extension of our traditionally biased type of Secondary education. The late-lamented Hadow Report went thoroughly into this question, and as a result evolved an alternative "modern school" which offered a very promising experimental solution of the problem. But when "economists" are vying with each other in putting back the clock of educational progress, it is waste of time crying over spilt ideals and lost opportunities. The immediate concern is to conserve what education we have, and to protect those engaged in carrying it out. If our Secondary schools are to be maintained in their present state of efficiency, the service of university men must be assured by a return to the original terms of the very moderate settlement provided by the Burnham Committee, whose contractual authority must be adequately safeguarded.

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INDEPENDENT SCHOOLS

[*The writer of this article is on the staff of an independent school*]

ONE-sixteenth of the nation's children are being educated at schools which are not under public control. Some people appear to be disturbed by this. The present writer is engaged in an independent boys' school which is not inspected either by the Board or by a University. Eleven persons are gaining a livelihood there but no fortunes are being made. The school would not qualify at present for "recognition," although this may be possible within the next few years. The school is organized on traditional lines, but the Principal is receptive to modern ideas. Examination successes are satisfactory, especially when it is remembered that entry is non-selective. Boarders are taken, and it is generally agreed that they are well fed and cared for, and that the general level of happiness is high. The home circumstances of some of the pupils are not happy, and the school helps these children to obtain a more satisfactory environment.

It would not be difficult by legislation to kill this school. If this happened, the State educational service would absorb only a small number of the eleven workers, the cost of national education would be increased, while the environment problem of some children would remain unsolved. The same might be said of a large number of independent schools.

State intervention in private educational enterprise need not be unwelcome, but it should not be repressive. On the contrary the State should encourage private schools.

In each area there should be an Adviser to Private Schools whose duty would be to co-ordinate the work of the Principals, and to reduce wasteful competition by suggesting districts where independent schools are likely to be in demand. In a particular district there might be four non-competitive schools which could share in the organization of a sixth form course, and in the upkeep of gymnasium, playing fields, and workshops. Such co-operation is not unknown but it could be greatly developed. Local Authorities could help by giving better and cheaper facilities for the use of public parks and swimming baths. Finally, the policy of the Teachers Registration Council that only Members of the Royal Society of Teachers should hold supervisory positions in teaching should be adopted. Legislation allowing only Registered Teachers to sue for fees through the courts would be welcomed by all reputable independent schools.

Children who have attended independent schools should have equal rights with the pupils of State schools to university scholarships and maintenance allowances. University scholarships require special preparation—expensive in itself—and seldom provide full maintenance without parental assistance.

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EDUCATION IN CANADA
RECENT PROGRESS

A CANADIAN writer has pointed out that "the steady march of broadening opportunities is characteristic of the educational system of Canada." Not only are the institutions of higher learning being expanded and strengthened. The broad base of general knowledge in the primary and secondary schools of the Dominion is being enlarged. If the span of the school year is taken as a measure of educational opportunity, the Canadian child of to-day is given a chance to cultivate his intelligence almost half as great again as that provided for his parents.

The part played by the Canadian school as a social factor in the community is the subject of a special bulletin issued by the Dominion Government, in which the results of the last census bearing on this phase of national life are brought together. An earlier bulletin developed the fact that schools and universities in Canada claim about 3.5 per cent of the national expenditure, and this may be considered as an indication of their importance in the economic life of the country. Their weight as a social factor cannot be as readily represented statistically, but a number of pertinent considerations are presented. No other occupational activity in the life of the country claims the daily attendance of so many persons. Each year sees one-fourth of the population of Canada appearing in the class-room as either pupil or teacher. There are twice as many school-children as there are farmers, and as many as there are men in all other occupations combined.

INCREASING SCHOOL ATTENDANCE

Each decennial census of the Dominion ascertains the number of children who have attended school during the school year, and the number of months attended by each. From this information it is possible to calculate the amount of schooling being received by the average child. For almost ten years of its life the Canadian child of to-day goes to school. If its actual attendance in months is considered, counting ten months as a school year, the child receives eight and a half years of schooling, or about half as much again as its parents.

Conditions of 1931 (the last census) would produce an attendance for the average child throughout Canada of 8.55 years—almost exactly one year more than in 1921, and two years more than 1911. Since one of the years represents ten months of attendance, it is probably about the length of the time required to cover a school grade, and the average number of grades covered by a child in 1931 would accordingly be about 8.5 as compared with 6.5 in 1911, except that there was probably more retardation in the earlier years. In order to obtain this amount of

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schooling, it was about ten years (9.89) from the time that the child of 1931 started school until it left, as compared with about eight years (7.96) for the child of 1911.

As well as an absolute change of two years in the amount of schooling, there has been a considerable relative shifting of positions among the Provinces. In pre-war years schooling was shorter in the Western Provinces, especially Saskatchewan and Alberta, the two in process of most rapid settlement.

FORMATIVE INFLUENCES

In the twenty years following 1911 the Western Provinces overtook the others in average length of school, in spite of the fact that the older Provinces went continually ahead. In Alberta this meant increasing the average schooling by nearly four years. In 1931 Quebec and New Brunswick were the only Provinces not exceeding eight years, and each of these had registered a gain of more than a year. The Prairie Provinces and the other two Maritime Provinces at the same date show between eight and nine years; Ontario and British Columbia over nine years.

It is true, of course, that during the years the Canadian child is at school, many more of its waking hours are spent out of school than in, and that in these hours, as also during the six or seven years before he starts school, his home is likely to be the dominant factor in his life. As a formative influence the school can hardly be expected to approach the weight of the home.

But in relation to other influences its weight is heavy. If from the time the boy starts school he spends an hour and a half weekly in church, at the theatre, at the athletic grounds, reading the daily press, or listening to the radio, the young Canadian of to-day will have to live to the age of ninety years to spend as much time with any of these as he spends in school. Moreover, the time in school (like the time in his parental home) is concentrated in his earlier and more impressionable years.

DR. R. F. YOUNG

THE distinguished scholar who has acted as Secretary to the Consultative Committee of the Board of Education since its re-establishment after the War, has been awarded the degree of Doctor of Philosophy (D.Phil.) of the University of Brno (Brun), Czechoslovakia.

The award was made after a rigorous test, which included the presentation of a thesis entitled " Comenius in England," and a lengthy *viva voce* examination conducted in three languages.

Mr. Young is the first Englishman to gain this degree, and his achievement is the more appropriate by reason of his friendship with Dr. Masaryk, the recently retired President of Czechoslovakia.

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FILMS IN THE CLASSROOM

By ERIC CLAYTON JONES
(*Hon. Secretary Films Lessons, Boys' School, Bletchley*)

THE time has come when the claims of the screen as a teaching aid can no longer be ignored. So far, absence of electricity supply, the expense of apparatus, and a shortage of really good educational films, have combined to prevent its general adoption. These difficulties are now being overcome, authorities are purchasing apparatus, producers are busy collaborating with teachers in making the ideal classroom films, and soon screen lessons will become part of normal school work.

For the past two years the writer has been experimenting with various types of films in the classroom, among scholars ranging in age from eight to sixteen years. The apparatus used was capable of projecting both sound and silent films. A considerable test of both types went to show that for the classroom the 16 mm. silent film is the ideal. The projector should be one which is capable of showing " still " pictures, so that it may be stopped for discussion, explanations, and questions, when necessary. Such machines can be purchased for as little as £20.

A very large number of geography films are obtainable free of charge from the G.P.O. As lesson illustrations these are without parallel, but the teacher must not imagine that the film is taking his place as instructor. There is very little value in running through a number of reels without teaching the lesson they illustrate.

Unfortunately instructional silent films are not yet issued with printed commentaries, or notes of lessons, which would be of great assistance to the teacher in preparation. The only information given is the sub-title, so that he has no alternative but to run the reels through before the lesson, to become conversant with their contents. He may then give his instruction beforehand, or he may give the lesson as the film proceeds, making full use of " stills " and summarizing on the black-board afterwards. This latter method has been found far more effective. Reference to maps, text-books, etc., is, of course, not possible, and should be done previously. In the geography lesson, if an epidiascope is also available, a map projector alongside the screen is ideal. Teaching in the dark presents none of the difficulties one imagines, for attention rarely strays from the screen.

The idea that film lessons are the prerogative of the brighter element, or the senior school, is unfortunate; actually they are of most use among scholars of slower understanding, and in the junior school. Story-telling sound films have immense possibilities in the infants' departments when producers can supply them.

In other subjects besides geography, the screen can be utilized as an

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effective stimulant. Many science films of outstanding interest are to be had, and these are particularly valuable as showing the practical application of the theories studied in the normal lessons. The principle of the lever takes on a new interest when the screen shows its application to giant machinery. Undreamt of wonders of natural history and botany can be presented in a fashion fascinating to all. Lessons in first-aid and safety-first are far more effective if pictorially presented.

The history teacher will find an occasional film such as "Becket," "Guy Fawkes," "Boadicea," "The Royal Oak," etc., a useful help, though in history there is still a very wide field for the producer to explore. There are many literary films also well worthy of inclusion in the school course. A great demand for the book or play follows naturally when the screen has aroused interest. In fact, there is scarcely a subject to which the film cannot bring a wide interest and a more striking treatment.

Sports films deserve particular mention. Here is an ideal means of demonstrating correct style in such difficult matters as hurdling, high and long jumping, swimming, diving, and the like. Gymnastics and the more difficult exercises in physical training have also received the attention of the cameraman. Children are great mimics, and here the physical training and sports teacher has an aid not to be neglected.

Cost of film hire varies, but should not exceed two shillings per reel, per day, and is in many cases much cheaper. Running through without interruption a full reel lasts about twelve minutes. When the teaching is given during projection, one reel will be sufficient for a forty-minute lesson. Like that of the G.P.O., the library of The Educational Film Bureau is free to schools. Many firms also are pleased to lend films free of charge, showing the sources of raw material and processes of their manufactures. These are of great instructional value, and of much use in geography, science, and domestic science lessons. Some L.E.A.'s already recognize film hire as part of legitimate school expenses, and the day of general recognition cannot be far distant.

No staff need let the bogy of operating, or fear of fire, deter them from acquiring a school projector. Sub-standard apparatus is very simple to operate and the technique can be mastered in a very short time. Educational films are made on a "safety base" which cannot take fire.

A useful companion of the projector is the school ciné camera. The desire to compile a record of interesting events, sports days, speech days, outings, football, cricket, hockey matches, etc., is irresistible. The cost again is not exclusive, neither is the technique difficult. During a wet games period there are no consolations quite so satisfying to the youngsters as seeing their very own film stars upon the screen. The thrill of that winning goal, that exciting finish to the quarter mile, and that wonderful day we all spent at the seaside is captured again.

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WHY NOT A SCHOOLBOOK DISARMAMENT CONFERENCE ?

By HARRY HOPKINS

FEW educationists can have watched the steady expansion in this country of Official Propaganda activities (alias Public Relations) without some misgivings. For invaluable as propaganda may be as servant of Democracy, it can so easily become its most tyrannical master. And when, as seems to be happening so freely on the Continent, the Propaganda Department grows so powerful as to take the educational system under its wing, it contains a greater threat to the peace of the world than any quantity of " bombers " or poison gas. Ministers of Propaganda have not been slow to remember that the child is the father of the man, and that it is therefore excellent tactics to prepare the minds of their subjects for their later efforts while they are still young and readily accessible in the State's schools.

In Italy the educational system is a highly efficient machine for the purpose for which it was designed—the creation of a " unitary political consciousness," or in other words, model Fascists. How many times a day do the children's glances fall upon the " Ten Commandments of the Fascist Militia " painted large upon the walls of every Italian school ? The Third Commandment (Roman Edition) is " Your rifle and cartridges are confided to you not to be ruined in mischief, but to be preserved for war." The Second is, " Days in Prison are Always Well-deserved." The Eighth (splendid climax) is " Mussolini is Always Right."

And the school histories thrust home the same lesson. " The army of Italy was one of the most heroic in the world. It is with just pride that we should look back upon the War ; thinking of it as a school of daring and discipline in which our people showed themselves worthy of their fathers, the Romans who were once masters of the world."

Should he ever hear of " Socialists " and turn to his school-book for enlightenment, the Italian child may find that these are " men so destitute of loyalty and patriotism that they took advantage of the general suffering and sought to destroy the fruits of victory. They fomented strikes, urged workmen and peasants to wreck factories and lay waste farms, they abused and ill-treated ex-service men, and they even hauled down and tore our Italian flag."

Just as Italian school-books present a world in Fascist colours, Russian schools clamp their children into Red spectacles. Though Stalin has recently come to the startling conclusion that it is futile trying to inculcate the theory of Communism into four-year-olds, it is still in the Life of Lenin that the Russian Tiny Tot must find his equivalent

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of Little Red Riding Hood. In a widely-read text-book, Chapter I proves the inevitability of the class struggle, while the next few pages go on to explain how " the workmen of the whole world are striving for the dictatorship of the proletariat, except in Soviet Russia. . . ." The author confesses himself happy, in his preface, if the work " supplies the weapon of a Marxian-Proletarian-World-Outlook to the younger generation."

Rigid orthodoxy is ensured by the presence at the head of the educational system of the Communist Academy working at " the application of Marxian formulæ to the social sciences," while the Institute of Red Professors trains future generations of teachers to teach from a " strictly Communist standpoint." So thoroughly does this seem to have been done that a journal, *For a Marxist-Leninist Natural Science*, has actually printed articles entitled " For Party Spirit in Mathematics," or " For Purity of Marxist-Leninist Theory in Surgery " !

But even where there is no deliberate introduction of political propaganda, children of different nations are liable to have very divergent versions of history presented to them simply because of difference of national viewpoint.

Who really won the World War? a child may naturally wonder. If he is an American child, his school-book informs him that it was the intervention of the U.S. army under General Pershing. If he is English, he will find that it was Great Britain which decided the outcome by magnanimously flying to the aid of France and Belgium at the outset. If he is Italian, he may read, " It was Italy's entry that decided the fate of the War. For once for all, boys—you must get this into your heads—it was Italy that won the War at the Battle of Vittoria Veneto."

In the same way, alleged misrepresentation of Japanese in Chinese school-books has been a frequent cause of Sino-Japanese friction. The Chinese fail to find any " bias " in their books, but the Lytton Report said, " Their authors have sought to kindle patriotism with the flame of hatred, and to build up manliness upon a sense of injury."

The distortion wrought by exclusively national view-points is well brought out in the treatment of a theme like the causes of the Great War. The average English child, of course, has the impression that it all came about throught Big Bully Germany violating the neutrality of poor little Belgium and treating treaties as " scraps of papers." The average French child's mind is filled with Bismarck and " blood and iron," Alsace, and Teuton designs of world conquest, and barbarian destruction of French culture.

But the German child would be deeply shocked by either of these views. " France," his school-book explains, " with her slowly increasing population, was well able to exist on the products of her own soil ; nevertheless she had acquired a vast colonial empire in Africa . . . although

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she had increased her dominions twenty-fold in a decade, she had not forgotten her old grudge of Germany. The African natives she had added to her army increased her strength as a military power and the younger generation was bred in the hope of a 'Revanche.'"

We, also, figure as villains of the piece. "Germany's growing commerce aroused the envy of England, and the increasing strength of the German navy roused England's fears for her predominance at sea. . . . 'If Germany is wiped off the map to-morrow, there is no Englishman who would not be better off.' So wrote a leading English newspaper, and, again, 'Down with Germany!'"

Even in the United States, with its Anglo-Saxon dislike of propaganda in education, after an extensive survey, Dr. Betty Pierce comes to the conclusion in her *Civic Attitudes in U.S. Text-books* that the American child learns that "the United States has done more for world advancement than any other nation; that the Monroe Doctrine has been both beneficial and necessary; that in general, Washington's policy of isolation is desirable; that we as a nation have always been right . . ." while "the Spaniard is presented as harsh and cruel," and "Germany is charged with 'militarism, greed, rapacity, and cruelty.'"

In England not long ago a proposal of the L.C.C. Education Committee to examine the text-books used in its schools raised an outcry against supposed intentions to "revise" history with a view to the creation of party recruits!

It would be more sensible to acknowledge that "impartial history" is a fiction, that all history-writing implies selection, and selection depends on political and social outlook—otherwise "bias." Obviously, it is impossible to deal with, say, Napoleon without implying some kind of judgment, and just what kind it is depends on what one holds most worth while in life. Whether one would praise or blame the Younger Pitt similarly depends in large measure on whether one lays most stress on his brilliant financial retrenchment or his disastrous social policy, upon whether one is a Progressive or a Conservative.

That it is impossible to write even a school-book without expounding a philosophy of life becomes glaringly obvious when one glances back on the school-books of the past. No doubt the "hard facts" of Mr. Gradgrind or the pious exhortations to diligence and contentment of Hannah More seemed models of disinterested wisdom at the time they were written.

Is it even desirable to try to exclude "bias"? Can history be made intelligible without being interpreted in the light of some social philosophy? Would not most teachers to-day agree that what must be brought out is the development of a fuller and freer life for what the old-style "reader" used to call the "common people," rather than the interminable intrigues of a Court Clique. On the world plane, history must

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cease to be a perpetual prize fight in which our " side " is either worsting or being betrayed by foreign rivals, and become the development of a universal culture to which all have given and from which all have received, with its logical conclusion in the " collective system."

This is one of the few countries in the world where no control is exercised from the centre on the contents of school-books. In most countries they cannot be used without a licence from the Ministry, and, in some, the specific books for use in each school are laid down.

On Hungary's Text-book Control Committee, there is an expert whose sole duty it is to " revise " passages which may prove prejudicial to international understanding. In Austria after the War, the Ministry of Education embarked on—in the words of the Decree—" a severe weeding-out " of " many books which, under high-sounding titles, describe the events of war in a completely distorted fashion and recount the freely-invented deeds of warriors which are palpably untrue."

It may be that no Government can be safely trusted with such great powers. There is always the risk that it may yield to the temptation to use them for party purposes. But at least the job of examining and advising upon all school-books published is one which ought to be undertaken by an expert central body of some sort—a kind of School-book Disarmament Preparatory Commission.

And at least we ought to back up for all we are worth the efforts of the League's Institute of Intellectual Co-operation which, since 1925, has been struggling valiantly for " moral disarmament " in the schools. National Committees which find in any foreign reader passages offensive to their country, send in a complaint to the Institute and to the National Committee of the country concerned. If no reply is received within a fixed period, the Institute may appoint a committee of mediators to see what they can do. But national prejudices are stubborn enemies and progress has been painfully slow. If English teachers could take a vigorous lead and banish the " Britain Right or Wrong " type of history for ever from our schools, we should be brought nearer durable world peace than by the destruction of a whole fleet of ironclads.

FASHION NOTE

" General mourning is over, but black is still smart."

" *Sunday Express.*"

NOTE ON PSYCHOLOGY

" The public at the moment is suffering from a surfeit of psychology, mostly bogus. It would be wiser if for the next decade it were left to the scientists."

Leslie Storm in " The Evening Standard."

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GLEANINGS

NOTE ON HOMEWORK

The following incident, reported in the *Manchester Guardian*, may serve as a contribution to the discussions on homework.: "Noticing a boy absorbed in *Tom Sawyer*, the master (an enthusiastic teacher of English in an East End school) asked him whether he would like to take the book home and read it at his leisure. The lad's eyes lighted up with pleasure as he accepted the invitation. Next day he brought back the book looking rather glum. 'You've not finished it already, surely!' asked the teacher. 'No, sir. But mother says there isn't room for me to sit about reading when the others come home from work,' replied the lad."

GOLDEN OPPORTUNITY

Nicholas Nickleby is dead, but Mr. Squeers still lives, as we may learn from this advertisement which appeared in the *Morning Post* of January 16: "Required immediately, Assistant Master, small Preparatory School; comfortable home and £5 termly offered.—B.B.B., 4111, 'Morning Post,' E.C.4."

RESTORATIVE

"If you found a man faint from loss of blood what would you do?" asked the examiner.

"I'd give him some brandy," said the examinee.

"And if there were no brandy available: what then?"

"I'd promise him some."

RETROSPECT

"No boy ever came to a bad end who had thoroughly mastered the Latin primer. In fact, I sometimes wonder whether the whole elaborate and costly machinery of modern education produces a more clear-thinking and hard-working type than did those bygone centuries when the simple apparatus of instruction was represented by those two comparatively inexpensive instruments—a Latin grammar and a birch-rod."

Professor Ernest Weekley in "Something About Words."

STAMP OUT WAR

"Philately is one of those quiet, steady and effective influences on which we can base real hopes of universal peace."

"*Philatelic Journal of Great Britain.*"

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PREMIER BUSINESS

" In my opinion there is nothing of greater importance than the all-round improvement—physically and mentally—of our education."

The Rt. Hon. Stanley Baldwin

A GREAT THOUGHT

" Sense from an educational expert is so rare that it is worth welcoming with whoops of joy when it comes."

" *Evening News*," *London.*

TECHNIQUE VERSUS POETRY

In a laudatory note on the piano-playing of Simon Barer, the music critic of the *Star* (London) offers this dark saying : " Although his technique is so marvellous, he can, when he likes, and the composer demands, produce the most poetical of sounds."

FATAL MUSE

" He did not appear to be normal," said the coroner. " He spent a lot of his time writing poetry."

Local Newspaper.

EXPLANATORY !

" The reason why children have more ' road sense ' than their parents is that their parents' first-hand conscioused intellections have been inherited by them as inconscioused instincts, that is to say, inherited intellections converted by the process of inheritance into second-hand intentions."

Letter in " *Wiltshire Gazette.*"

COMFORT FOR PHILOSOPHERS

" Not in the British Empire is a venerable philosopher likely to be shot in the leg because of his views on the Royal Supremacy."

" *The Times.*"

A CHANCE FOR DUKES

" Titled boarders accepted gratis excellent seaside boys' school."

Advt. in " *The Times.*"

CANDOUR

" I remember a few years ago a distinguished English Bishop, speaking at our club, said that he felt that Greek had practically made him what he was : we felt exactly the same about him, and thought it very manly and British of him to admit it straight out."

Professor Stephen Leacock.

THE ENTHUSIAST

" Bernard Shaw has two enthusiasms. The other is Russia."

" *The Star*," *London.*

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BOOKS AND THE MAN

THE DEAN DESCANTS

THERE are Deans and Deans. One was known as "Gloomy" while he was at St. Paul's. Another, at Rochester, was known as an expert rose-grower, and was said to be himself not devoid of thorns. Jonathan Swift, of St. Patrick's, was sour and satirical, and Arthur Stanley, of Westminster, was courtly and suave.

The new Dean of Durham, Dr. C. A. Alington, until recently Headmaster of Eton, merits a different description. The fortunate possessor of a keen sense of humour, he is able to view himself and his fellow-creatures with an eye which is discerning but kindly. His "Fables" of Shrewsbury and of Eton have given joy to countless readers, and he now marks his translation from Eton to a deanery by a book which every schoolmaster and parent should read without delay. It is entitled *Things Ancient and Modern*, and is published by Longmans at 12*s.* 6*d.* net.

Dr. Alington is perhaps somewhat over-anxious to avoid the error of taking himself seriously. He says, for example, "I should be very sorry indeed to call myself an 'expert' on education, but I cannot deny that I am, or have been, a schoolmaster." The reader may wonder why a schoolmaster should be sorry to call himself an "expert" in his job. The doctor, lawyer, or accountant is proud to be known as one having special skill, but eminent schoolmasters seem to be afflicted by a kind of mock modesty. They like to pose as amateurs. Dr. Alington tells us that to the English mind the word schoolmaster connotes hide-bound prejudice. If this be true, the proper remedy would seem to be that schoolmasters should become real experts in their calling, able to adduce good reasons and not mere rule-of-thumb for their professional doings. The fact that teachers are sometimes disparaged may be due to their own failure to win the regard of pupils by expert teaching and guidance.

That our author was expert is evident from this record of his work at Shrewsbury and Eton. These places are described with an urbane detachment which is delightful, and with a wealth of good stories worth remembering. Sometimes the detachment is overdone, as when Dr. Alington tells us that although he had seen at other schools admirable results follow general physical training, he was not himself ready to urge it, "having an unreasoned conviction that most people, on the whole, live as long as it is desirable that they should." Longevity is not the sole aim of physical training, but if it it were, I should wish Dr. Alington to take his "daily dozen" and live for many years to write of things ancient and modern.

SELIM MILES.

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REVIEWS

EDUCATION

TESTING CHILDREN'S DEVELOPMENT FROM BIRTH TO SCHOOL AGE.

By CHARLOTTE BUEHLER and HILDEGARD HETZER. Allen & Unwin. 12*s.* 6*d.*

THE increasing pressure of the nursery school movement, at the same time as the raising of the school-leaving age, suggests the misgiving that the most profitable extension of school life might be at the beginning rather than at the end, since the child's really formative development appears to belong to what are now the pre-school years. Charlotte Buehler's claim, in her recently translated book, to measure this development in all its essentials and with scientific precision will attract wide attention. She is a child psychologist of world reputation and undertakes explicitly to provide a scale of tests, not only of intelligence, but of " total personality," from birth to the sixth year. Not only do her tests cover " all the fundamental dimensions of human behaviour and all thought processes," but they also claim to show the cause of retardation and to indicate the remedial treatment necessary.

Child development is measured under six categories, which form a convenient and practical classification, and reflect the author's long experience with young children. Quite properly, the need for a " natural " atmosphere is emphasized, and the tests record what are called " natural reactions " to given situations. They follow very closely the more generalized observations of the earlier child psychologists such as Stern, Shinn and Gessell upon the sensory and motor abilities and higher thought processes in the earliest years. A wide range of sources, including even Koehler's experiments with apes, is tapped, and the main interest of the book is an effort to reduce this material to scientific precision and adapt it for clinical and educational application.

A " natural test situation " is a dubious basis for precise measurement, if not almost a contradiction. Characteristic, or what are here termed " symptomatic," responses from babies raise endless disturbing factors to any conclusions based on their statistical frequency. The " tests "—perhaps better called observations—depend very largely on the skill of the observer. In fact, they demand very special skill and experience and are in no way suitable for lay use, a fact which seriously discounts their use to educationists. In a Nursery School, for instance, they would be quite impracticable. For clinical use they have no obvious advantage over material, such as the Merrill-Palmer scale, already available. What is new, from the clinical view-point, is also what is least satisfactory—tests involving competition *with the observer* for social development, tests of delayed memory with the factor of intervening disturbance and others which take an inordinate time. Both the teacher and the psychologist will find a more speedy way of discovering whatever there is to discover from a three-year-old's ability—if, indeed, there is an English three-year-old with the ability—to sort two hundred " slips " of paper " without further urging or encouragement." There is an abbreviated scale, but it does not test uniformly over the selected categories. The scale falls away much too steeply from monthly to yearly intervals after the second year. The value of the quantitative formulation of the results, in the shape of a precise numerical " Developmental Quotient " must depend, quite apart from psychological acumen in constructing and applying the tests, upon rigid statistical methods of standardization. The statistics are simply inadequate. Norms are not justified on twenty or thirty cases.

Sensory and motor abilities, learning processes, language, and perhaps what are here called manipulation of materials and mental productivity are no doubt amenable to measurement of this kind. It is quite another matter with emotional and temperamental determinants of personality—and these play an enormous part in small children. Simple tests cannot measure these ; still less can they diagnose causes and indicate treatment of defects ;

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that is the province of psychiatry and education. Putting aside the quite extravagant claim to precise measurement of total personality, the tests really amount to a very skilfully constructed scheme for child observation—a methodology, not a measure. H. H.

LAW FOR TEACHERS

THE TEACHER'S LEGAL HANDBOOK. By CLAUDE E. BRIDGES. W. & G. Foyle. 5s. net.

THE author of this book is a member of the Bar and the Assistant Secretary to the Middlesex Education Committee. He has prepared an excellent and most useful manual which every teacher should have. It covers every point on which difficulties may arise, including school accidents, rules as to attendance, the punishment of pupils, and expulsion.

The various headings are arranged in alphabetical order, making reference easy, and the result is a thoroughly workmanlike handbook on which the writer is to be congratulated. R.

THE LAST QUENNELL BOOK

THE GOOD NEW DAYS. By MARJORIE and C. QUENNELL. Batsford. 6s. net.

THE untimely death of Mr. C. H. B. Quennell in December last brought to a close the memorable partnership between himself and Mrs. Quennell. Together they produced, first, *A History of Everyday Things in England*, and later a series of volumes on the same plan covering the history of everyday things in earlier times. Shortly before his death Mr. Quennell completed the revision of the proofs of the work entitled *The Good New Days*. In this he attempted, with success, descriptions of modern developments in agriculture and industry. The book is illustrated mainly by photographs which are well chosen and well reproduced. Despite his known affection for mediæval craftsmanship, Mr. Quennell was able to understand and to value the best features of our mechanical age. This book forms a fitting termination to a brilliant series. R.

PSYCHOLOGY

PSYCHOLOGY AND MODERN PROBLEMS. By Various Authors. Edited by J. A. HADFIELD, M.A., M.B. University of London Press. 5s.

THIS volume consists of a series of seven lectures, with an Introduction by the editor. Nationality, race, liberty, education, marriage, art, religion, form the seven subjects, discussed respectively by Professor Ginsberg, Professor Seligman, Dr. Ramsay Muir, Dr. Crichton-Miller, Professor Flügel, Dr. Emanuel Miller, and Dr. Matthews (Dean of St. Paul's). For so wide a range one naturally expects slight expositions, but the speakers, just as naturally, were fully aware of the difficulties of time and space, so that readers will agree with Dr. Hadfield that the lectures were too good to be limited to a single audience. Nor is it either useful or necessary to make any comparisons of merit between the lectures—invidious or other. The preferences of the reader will be fixed by the aspect of his own intellectual interests or prejudices, rather than by any abstract scale of judgment-values. The Introduction and the first two papers form a fairly complete and complementary unit. Dr. Ramsay Muir and Dr. Crichton-Miller are also rather closely linked with each other. Dr. Muir sees the cause, or at least the energizing motive of civilization, in the freedom allowed to the individual spirit by the social groups in which the individual must live. Democratic government, he insists, is, as always, better than any dictatorship. Our task is not to abandon it but to improve it, and immediately to attend to its admitted defects. A government with a safe majority can be secured by as few as 38 per cent of the votes cast; which is a lamentable failure of political machinery. Dr. Crichton-Miller,

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on the same subject, points out that " it takes only two ex-convicts to neutralize Professor Muir's vote." He holds that the remedy must lie in education, and this must not be propagandist, not directed by nationalist-minded governments, nor " communists who have propagandist schools," nor " Tories who catch the young early," nor the League of Nations Union which " works to get the young early." This education must be " training for citizenship in a democratic community " (Is this, a Communist interpolates, just bourgeois propaganda with a doctor's label on the bottle?), a " universal " education, centring round " the capacity for independent thought." It is an admirable ideal; but fervent Nationists and Corporate-State-ists will be prompt to tell Dr. Miller that it is extraordinarily like the poisonous internationalist propaganda that the League of Nations Union is so persistently putting into pamphlet form. R. J.

PSYCHOLOGY AND PRACTICAL LIFE. By MARY COLLINS, M.A., B.Ch., Ph.D., and JAMES DREVER, M.A., B.Sc., D.Phil. University of London Press. 5s.

THIS book, the work of a Professor and of a Lecturer in the University of Edinburgh, offers itself as a general account of the applications of modern psychology, and also, or alternatively, as an elementary text-book for students of applied psychology. For either purpose, the offer is a good one, and, moreover, as befits a Scot's origin, it is an offer of good sound value for five shillings. There are no unnecessary paragraphs in these three hundred pages. Vocation, work, advertising, health, social problems, are covered, in the later chapters, a foundation being made by very practical introductory matter, which includes an account of childhood, personality, character, and of course intelligence and its testing. This latter includes a clear short history, from Galton's *Enquiries into the Human Faculty*, fortunately preserved for us in " Everyman Library." The method of sketching the history of developments in psychology—an excellent one in all science teaching—is used more than once. Hypnotic methods are outlined from Mesmer and Braid (who first used " hypnosis," where Mesmer had postulated a vague " magnetic fluid," which still flows, vague as ever, on music hall platforms). Similarly, mental tests —very clearly dealt with—are described from Galton through Bineto to those in use to-day. The authors have indeed devised and used a colour test of their own—the Collins-Drever test. Although the book is not specifically written for teachers, the whole of it is valuable to all who have educational interests, and some chapters, e.g., " Childhood and Adolescence," " Personality and Character," and " Learning," will be of more value to teachers than to any other group. R. J.

ECONOMICS

THE MONEY MYSTERY: AN EXPLANATION FOR BEGINNERS. By SIR NORMAN ANGELL. Dent. 3s. 6d.

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How fitting it is that on page one a " Practical Business Man " appears, saying : " All I need to know about money is how to get plenty." If you know your Sir Norman you feel just a little sorry for that Business Man. However, he " asks for it." The whole argument leads from this incident. It is clear, logical, relentless (however quiet in manner), all through. A beginner, an absolute beginner, if he has average intelligence and average patience, can follow it throughout. He will review some passages of history in a new light. He will get a strong sense of the vital (or deadly) relation of money to show subsistence. He will possibly go on thinking about the matter, though that perhaps would prove him a little over the average. At any rate, his ideas of money and finance will have less of fog and more of clarity than before he read. And, if he crave the comfort of authority, here are quotations and references from and to Cassel, Cole, Fisher, Gregory, Keynes, Lehfeldt, Macmillan Report, Marshall, McKenna, Pigou, Robbins, Stamp, Withers.

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BRITISH INDUSTRIES AND THEIR ORGANISATION. By G. C. ALLEN, Ph.D., M.Comm. Second Edition. Longmans. 10*s.* 6*d.*

THAT a second edition of this book should be called for two years after the first issue is in itself a sufficient tribute. The author has left the general plan of the work unaltered, and has dealt with the events of the years 1933 and 1934 by additions to each of the chapters dealing with specific industries (coal, iron and steel, and so forth). Similar additions have been made to the last two chapters : " British Industry Since the War," and " Changes in the Structure of Industry." These chapters are of general interest to those who have no direct concern with any of the industries dealt with in the book. Indeed these pages (271 to 324B) form a very good study for the non-expert man or woman who is concerned by or with the great slump, and who is patient enough to learn by seeing it through the eyes of a trained economist. There is a very good bibliography and a full index. R. J.

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IMPRESSIONS AND PREJUDICES. By H. R. CHILLINGWORTH. The Talbot Press. 2*s.* 6*d.* net.

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"The practical men" and "the cautious conservative" rouse little respect in Mr. Heard's mind. Nor does he, as these might assume, fly from facts to Utopia. His book is full of facts. History, ethnology, biology are fields of his inquiry. He is not content even to say that the meek shall inherit the earth. The meek, he insists, have inherited, and do now inherit the earth. Where now are your armoured tanks of saurians, mailed and enclosed by ever-increasing defence forces? Do the lusty carnivores dominate the forests and jungles, or do they not rather live on so long, and only so long as this alert and long-witted creature, Man, permits? The safety first of arms and armour, through all the story of life, has been a trap. Those creatures chose the better way who gained in awareness, in sensitiveness.

In his reaction against the old rendering of the survival of the fittest, Mr. Heard gives a keen sketch of Darwin's personal relation to the theory; but his treatment of Darwin is incomplete. In "The Descent of Man" human advance is ascribed to intellectual faculties, "and, secondly, by his social qualities, which led him to give and receive aid from his fellow men." In the same work and chapter (II), Darwin traces man, not from the great apes, but from some smaller but social species.

For Mr. Heard's conclusion, we will leave it to those who are sufficiently interested to read his interesting book. It is a conclusion, not only to this volume, but also to its predecessors, *The Ascent of Humanity*, and *The Social Substance of Religion*. R. J.

AN OUTLINE OF EUROPEAN ECONOMIC DEVELOPMENT. By ROGER H. SALTAU, Professor of History (Beirut). Longmans. 7*s.* 6*d.*

THERE have been many books published on general European History, and not a few on British Economic History; but the economic development in Europe in general has but a thin and scattered literature. Of this Professor Saltau is well aware, for he speaks of his subject as one "hitherto ignored by specialists." He makes no claim for himself to be a specialist in this branch—although he has already published a work on the underlying theory—"The Economic Functions of the State."

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IN these three books Mr. Grove provides a very sensible course of work for girls, based upon his successful experience as Head of the Wilton Road Science Centre, Sparkhill, Birmingham. Book I contains studies of water, soap, fabrics, the removal of stains and the cleansing of metals; Book II is concerned with gas and electricity in the home; and Book III deals with foods. The course is severely practical throughout; the teacher being considerably aided by the many valuable hints given in the manual specially prepared for her use; but as the amount of information given in so small a volume is inadequate, reading references are given to a number of other books which are assumed to be available either as personal possession or in the school library. It is regrettable that not all of these books can be regarded as thoroughly reliable, as we have had occasion to point out in these columns. Moreover, the author takes too limited a view of several vitally important substances. Thus calcium is by no means confined to the building

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February, 1936. By order of the Senatus. W. A. FLEMING, *Secretary to the University.*

of bones; without its presence in the blood in sufficient quantities the blood does not coagulate, nor can the heart and other muscles contract properly. Salt, too, has other uses than to serve in the secretion of gastric juice; the blood and the lymph must be salt, or life would cease. Nor ought Mr. Grove to ignore the action of sunlight in building up the essential vitamin D—the only vitamin we are capable of building up for ourselves, although its existence in the diet is of vital importance. F. H. S.

GEOGRAPHY

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THE COMMONWEALTH

MAGNA BRITANNIA. By J. COATMAN, C.I.E., M.A. Cape. 10*s.* 6*d.*

THERE were theories of Empire before Seeley wrote, and there will yet be many, whether of empires ancient, eastern, colonial, or other; and of this heritage of ours, British Empire, Commonwealth of Nations, Magna Britannia, or whatever else it may come to be called, we, and others, will speculate, describe, theorize. Mr. Coatman is a kindly critic, a New Imperialist. He views the Empire as an expanding Commonwealth, by which he does not merely mean, "wider still and wider shall her bounds be set," but a moral expanding.

Professor Coatman has embodied a review of the present Empire in his work, and although he has a vision of growth and continuing development for the organism as a whole, he seems to be somewhat satisfied to accept the *status quo* in relation to the parts of this organism —if organism in any exact sense it be. Thus, for example, he seems to accept the position of the North-west Frontier as settled by a policy by which "the tribesmen are subsidized and coerced into observing certain canons of behaviour"—not a lofty ideal.

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We recommend it highly and wish it the success it deserves. V. T.

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The Royal Society of Teachers is so called by command of His Majesty the King. It is a body of teachers made up of those who have been admitted to Registration by the Teachers Registration Council, a body representative of all types of teaching work, which is elected every five years by the Universities and the Registered Teachers of the country. The Council itself was authorized by Parliament in 1907 and established in 1912 to carry out the duty of forming and keeping a Register of Teachers, arranged in one column with the names in alphabetical order. Although the Council was thus established by Parliament, it receives no Government grant, nor is it controlled by the Board of Education.

It has already admitted over 91,000 teachers to Registration, all of whom are Members of the Royal Society of Teachers. To-day the Conditions are such as ensure that the Registered Teacher will possess at least reasonable attainments, and have undergone a period of satisfactory experience. A Training in Teaching is also being gradually established as an indispensable requirement.

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Those admitted to the Register become Members of the Royal Society of Teachers without any further payment or any annual subscription. They are entitled to use the letters M.R.S.T., and these, it may be expected, will in due time gain the significance of such letters as F.R.I.B.A. or M.I.M.E., indicating not merely Membership of a Society but the possession of definite professional knowledge and status. The Teachers Registration Council aims to secure that none save Registered Teachers (M.R.S.T.) shall exercise professional supervision over the work of other teachers. It is clear that men and women who have been at pains to fit themselves for the work of teaching and to have their fitness duly tested by their own representative body should not be required to work under the direction of persons who have not thus established their professional standing.

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Edue

THE EDUCATION OUTLOOK

Honorary Editor: FRANK ROSCOE

Summer 1936
Volume XIII, No. 2

ONE SHILLING

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THE EDUCATION OUTLOOK

VOL. XIII. No. 2. *SUMMER* 1936

THE NEW ACT

BEFORE these lines appear in print we may have on the statute book the first Education Act passed during the reign of His Majesty King Edward VIII. If this reign is as long and as peaceful as every body desires, it will see later measures dealing with Education. The present one falls far short of our national needs, but it constitutes something of a triumph for the President of the Board of Education. Mr. Oliver Stanley will be remembered as the President who succeeded in piloting an Education Bill through the House of Commons without falling into the whirlpool of religious difficulty. Few legislative measures can have gone through with so little alteration, and this smooth passage must be ascribed in the main to Mr. Stanley's steadfast refusal to accept any change which might alter the balance of his carefully poised scheme.

In the event it may be found that the religious difficulty of former days has not been settled finally. It may have been transferred from Westminster to the Council Chambers of Local Authorities, for these bodies will find themselves compelled to take some part in deciding whether teachers shall be labelled as "reserved" and therefore likely to satisfy the requirements of the managers of denominational schools. The new Act involves a marked breach with the old practice whereby the authorities of a denomination were expected to make a considerable financial sacrifice in return for being allowed to preserve a special religious atmosphere in their own schools. Henceforward many schools will be more or less denominational in character although the fabric will be provided, wholly or in part, from public funds.

It may be found that teachers will become increasingly restive under a system of religious tests, since they will continue to receive their salaries from public funds and will more and more perform their duties in buildings provided from the same source. Whether this state of things can become permanent remains to be seen. Those who have doubts on the point may feel some satisfaction in realizing that the new Act marks a distinct advance towards a system free from the worst handicaps of the old dual system.

Concerning the exemptions clauses of the Bill, it need only be said that they serve to defeat for the time being any serious attempt to raise the school leaving age.

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THE ROYAL SOCIETY OF TEACHERS

Executive : THE TEACHERS REGISTRATION COUNCIL

Readers are asked to note that although the EDUCATION OUTLOOK *will contain in every number a record of the Royal Society of Teachers and of the proceedings of its Executive—the Teachers Registration Council—these bodies are not responsible for the views expressed by the Editor or by contributors and correspondents.*

AT the June meeting of the Council it was announced that the total number of applicants up to the end of May was 97,203. Allowing for those known to have died, and for those who have been removed from the Register on the grounds of misconduct, the live Register contains 86,369 names.

At a recent meeting of the Council it was mentioned that an important Association of Teachers has addressed a letter to other Associations, inviting attention to the present position of the Council especially in regard to finance. It is true that following the depression of 1931 and the severe " cut " in teachers' salaries, the annual income of the Council declined considerably. It must be remembered that this income depends solely on the Registration fees received from accepted applicants. If applications fall off in number the Council's income is diminished. The loss of income since 1931 was further increased by the reduction in the rate of interest on War Loan in which the slender surplus of the Council was invested.

One self-appointed critic, who has not troubled to become registered, has suggested that these serious changes in the Council's financial position ought to have been accompanied by drastic economies. This is a plausible suggestion, but it must be remembered that even if no further applications for Registration are received, the Council is under a statutory obligation to " keep " the Register. Expenses cannot possibly be curtailed simultaneously with decreases of revenue. From the beginning the Council has taken the view that if teachers maintain their original intention of becoming a Registered Profession, individuals should not hesitate to become Registered if qualified. If only one-third of those who annually enter upon the work of teaching were to become Registered the financial position of the Council would be assured. If this comparatively small amount of support is not forthcoming the inevitable conclusion is that teachers of to-day are unmindful of the status of their work. In all attempts to form associations or to foster co-operation in effort it will be found that there are individuals who withhold their support until success is assured; carefully clutching in one hand the money which would help the movement they stretch out the other to seize the advantages which their more self-sacrificing colleagues have obtained.

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FROM THE OUTLOOK TOWER

THE NEW CO-OPERATION

THE debates on the new Education Act afforded additional evidence of the growing spirit of co-operation between those concerned in the administration and conduct of schools. There was a marked absence of the rancorous temper which attended Parliamentary discussions on Education thirty years ago. While showing a resolute determination to resist amendments, the President of the Board maintained an equable temper and in the end, although nobody was completely satisfied, most people are beginning to think that the new measure marks a definite advance. It is an advance not without some risks. Should the scheme for having Reserved Teachers bring about any exacting system of religious tests for teachers, this part of the measure will evoke strong protests.

It is unlikely that building grants for non-provided schools can be restricted to the new Senior Schools, but proposals to extend them to schools for infants and juniors may arouse something of the old " religious difficulty," since it is contrary to our established usage for the State to provide endowments for every religious denomination. In due course it may be seen that the only logical method of dealing with the problem is to make grants to parents either in the form of an extension of the present rebate on income-tax or in the form of educational warrants. This plan is not only logical but also equitable.

EXEMPTIONS

LOCAL Education Authorities are generally agreed in declaring that the exemption clauses of the new Act will prove to be impracticable. The Local Councillor is compelled to have regard to the views of local ratepayers, and if Mrs. Brown should find that her boy is compelled to remain at school because the job she has found for him is not " beneficial " she is likely to be aggrieved, especially if her neighbour, Mrs. Jones, has a boy who has been allowed to leave school and is bringing home a few shillings a week in wages. In practice it will be found that every form of youthful employment will have to be treated as " beneficial," even though it is known that the benefit does not accrue to the youngster but rather to the parents and to his employer. Nevertheless something is gained by having on the statute book a formal requirement that the school-leaving age should be fifteen rather than fourteen. Teachers and authorities may be trusted to do everything in their power to persuade parents to give to children the extended opportunity. This will be more easily done if the Senior Schools are so organized as to give training which pupils and their parents will understand and value.

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THE NEW SENIOR SCHOOLS

IT is to be hoped that the new senior schools will recognize that post-primary education may take many forms. The secondary schools, which were established thirty years ago, often fell into the error of trying to imitate the public schools. In those days it seemed as if the official interpretation of secondary education demanded a knowledge of the classics, or at least of Latin. The schools assumed an over-bookish character, despite the fact that, in the early years especially, their pupils often left before reaching the age of sixteen. Of late the public schools have introduced practical subjects into the curriculum, and the same is true of grant-aided secondary schools. The term secondary is losing some of its narrowness of interpretation, and we are beginning to think of post-primary schooling as a process which meets the needs of many different types of pupil instead of meeting chiefly those of the bookish child. It is possible to look forward to a time when children in the post-primary stage will be encouraged to develop their aptitudes and when a discovery of these various aptitudes will be regarded as one of the chief duties of the school. In the later stages of a post-primary course every pupil should be pursuing learning with zest instead of being oppressed by the need to prepare for examinations in subjects which are uncongenial.

INDEPENDENT SCHOOLS

IT is to be noted that although the Report of the Departmental Committee on Private Schools told us that we have in this country at least ten thousand schools in private ownership, the existence of these schools is completely ignored by the legislature. This concession to the spirit of the free born Briton may be politically expedient, but it is educationally unsound. The independent schools which strive to maintain a good standard of efficiency in their work find themselves handicapped by the competition of places opened and conducted by astute advertisers, who have no claim to be described as teachers. The time is ripe for some attempt to bring the many efficient independent schools into the orbit of the State system. This could be accomplished by the simple and reasonable requirement that every recognized independent school should be under the control of a Registered Teacher. This would have the effect of ensuring that those who conduct independent schools have at least a minimum of professional equipment and are working under a sense of professional responsibility. Schools thus recognized should also be regarded as a part of the national system of Education and their existence should be taken into account whenever it is proposed to establish a grant-aided school in their neighbourhood. Schools which are inefficient should be closed after due warning.

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MALNUTRITION

FOR more than half a century the law has, in effect, compelled some millions of children to attend school every day. We are now beginning to understand that this obligation may result in exposing the children to treatment which is cruel in the extreme. At school they are expected to exercise their minds and also their bodies, although we know that many of them come from homes where their bodies are ill-nourished and where lack of proper sleep impedes their mental powers. Of late, some remarkable and disquieting statistics have been furnished, showing the extent of malnutrition among school children. The root of the trouble is two-fold: on the one hand, many families are compelled to exist on totally inadequate incomes and many have to pay a high proportion of their income for housing. A recent and very careful investigation at Stockton-on-Tees shows that in 117 families, with incomes ranging from 25s. to 55s. a week, the dietary was "woefully deficient." Throughout the country medical officers are reporting that malnutrition is widespread. The President of the Board told the Association of Education Committees that over two and a half million children are now receiving a daily ration of milk in the schools, but he wants to see a much bigger figure. In this he is right, for it is evident that much of our expenditure on schooling must be thrown away so long as children are not physically fit to receive instruction and to undergo bodily training.

PHYSICAL TRAINING

THE question of nutrition is closely bound up with the Board's proposals for extending and improving the physical training of school children. It is suggested that one period a day should be assigned to these exercises, and it is hoped that the King George Memorial Fund will enable children in all schools to have access to spacious playing fields. Swimming is coming to be a regular subject of instruction, and in many respects the physique of children of to-day reveals a great improvement compared with a generation ago. The improvement will continue, but it might be greatly hastened if we could insure for every child due care and attention during the years of infancy and a proper supply of food during the years of schooling. The outlay would be well justified and more than repaid by the increased efficiency of the adult population and the reduced expenditure under the head of Health Insurance. We are now spending vast sums every year in repairing damage which might have been avoided. There is no economy in trying to build on foundations of sand. The establishment of nursery schools and nursery classes will afford the opportunity for early treatment of many defects.

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HEAD TEACHERS AS CLASS TEACHERS

IN public elementary schools of small or even medium size, the head teacher is often expected to be responsible for the instruction of a class. This arrangement is intended to save money, and in a very small school it may be carried out with no great loss of efficiency. But where several teachers are employed in a school it is necessary that they should work as a team, and the head should be free to visit and to teach every class in turn. This cannot be done if the head teacher is also a class teacher. Especially difficult and burdensome is the head teacher's work if the senior pupils are expecting to be prepared for the entrance examinations or scholarship examinations leading to courses in senior schools or secondary schools. Parents expect the head teacher to take a personal interest, and a direct part, in preparing these children. In these days, too, the head teacher has a constant weight of clerical work and account-keeping in connection with savings banks, milk distribution, school journey funds, and the like, besides the usual preparation of official forms. It seems somewhat strange to appoint head teachers, and then to make demands on them which prevent them from performing their proper duty.

AN EXAMINATION EXAMINED

IN the June issue of the Northamptonshire Teachers' Magazine there is an interesting report of an inquiry into the Annual Schools Examination as conducted in the county area. This examination is intended to afford a means of selecting children for special places in secondary schools, and the elementary schools are expected to enter seventy per cent of their pupils who attain the age of eleven during the preceding educational year. First comes an intelligence test, taken by all children in the age group. This is followed by a written examination in arithmetic and English, the papers being marked by a panel of local teachers working under a professional chief examiner. Lastly, there is an interview for selected candidates. The inquiry reveals widespread satisfaction with these arrangements, but it is pointed out that since the examination is highly competitive, the questions are of necessity somewhat difficult for many candidates. Hence it is suggested that the percentage required to sit should not exceed fifty.

The head teachers of secondary schools are in the main satisfied that the system makes a reasonably good selection of able pupils, but they suggest that an examination of this type cannot distinguish between real ability and precocity. To discover real and enduring ability in youngsters of eleven plus is a formidable task, and the present method of examining cannot be said to furnish a perfect assessment.

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THE UNIVERSITY OF LONDON

IT was once remarked concerning Bloomsbury that there is more burial than bloom about it. Before long this alleged charnel house of the West Central district will be adorned by a vast building which is to be the administrative centre of the University of London and the home of some of its academic work. This year sees the centenary of the University, founded in 1836 " for the advancement of religion and morality, and the promotion of useful knowledge." The Charter orders that all classes and denominations, without any distinction whatever, are to be allowed to benefit by the work of the University. A century of progress has brought the institution into the front rank among places of learning. Beginning as an examining body it became a teaching university in 1898, but its external degrees are still a powerful stimulus to private students at home and overseas. Women were admitted to degrees at London in 1878, and the university was the first to establish a Faculty of Science. To-day there are more than thirty recognized Schools of the University, including the great medical schools and a number of academic institutions of wider scope. This centenary year marks only the first stage in the development of a university worthy of the metropolis of the British Commonwealth.

BROADCASTING AND THE SCHOOL

THE Central Council for School Broadcasting have prepared an attractive pamphlet setting forth their programme for the next school year, beginning on September 21st. There are several new features, and an effort is made to define more precisely the age-range which each course is intended to serve. The pamphlet offers many suggestions to teachers, some of them excessively paternal, as when they are told that " anything that tends to overcome the shyness of the pupil in first using a foreign language is all to the good."

The Central Council will do well to consider the limitations not less closely than the possibilities of school broadcasting. If they begin to impose over-rigid courses of instruction and to tell teachers how the work of class teaching should be carried out, their well-meant efforts will rightly be regarded as impertinence by all teachers of intelligence and professional spirit.

The Board of Education wisely refrain from directing in detail the work of the schools. The B.B.C. must sedulously avoid any attempt to influence it. The danger of school broadcasts is that they may give a special colour or bias—not necessarily political—to the treatment of subjects. From this it is but a short step to prescribing methods of treatment and choice of emphasis in all subjects.

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"MATRIC. SLAUGHTER"

THE work of examining candidates for matriculation at the University of Bombay is on the way to rank as a dangerous trade. In a recent examination no fewer than 17,000 failed, and in the English paper the casualties numbered 20,000, or two-thirds of the candidates. The disappointed ones held protest meetings and demonstrations, their slogan being "No more matric. slaughter." They demanded that the percentage of passes in English should be raised from 33 to 44, and endeavoured to invade the Convocation House during a meeting of the Senate.

The heartless examiners were protected by the police, but great excitement prevailed for a time. It is to be hoped that this method of securing a pass in examinations will not become general. The task of marking papers is tedious in the extreme, but few examiners would ask that the tedium should be relieved by assault and battery. They are not chosen for pugilistic skill, nor can we afford to give them the services of private detectives as if they were eminent politicians. If their work involves bodily risk they must do it anonymously, so that aggrieved candidates will not know the target for their vengeance. Our young people must not be allowed to think that the path of knowledge can be blazed with knuckle-dusters.

THE DEGREE DISPENSARY

IT is already known that in the United States there are several commercial undertakings which call themselves "universities" and are ready to sell degrees on terms which range from a fairly modest tariff for a B.A. to a high charge for an LL.D. One of these business houses has its agents in this country. Recently the newspapers in Los Angeles, California, recorded some amusing episodes concerning a degree dispensary which was being conducted in that city of celluloid fame.

Some of the film artistes heard that degrees could be bought, and they began to buy them as personal decorations. One of the new Doctors of Literature owned a dog which had taken part in the making of several films and displayed a measure of intelligence exceeding that of most film blondes.

His owner wrote on his behalf to the degree dispensary, describing him as a friend and asking that he might receive a degree *in absentia* as his work in the studio prevented him from attending in person. The necessary fee was enclosed and a doctor's diploma was duly returned. The collar of the learned animal was inscribed accordingly and he wears it with proper pride. It is understood that the incident has brought about a slump in the sale of degrees in Los Angeles, and that the quest of doctor's degrees has given place to a quest for divorce decrees.

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THE WORK OF TEACHING: ORGANIZATION AND STATUS

OUR English law demands that every child between the ages of five and fourteen-plus shall receive efficient elementary instruction. This does not mean that the child must attend school, since efficient instruction may be provided elsewhere. In effect, however, the enactment involves compulsory schooling for the great majority, and therefore administrative authorities are compelled to provide a corps of school teachers, taking into account the ordinary public elementary schools and schools for children suffering from physical or mental defect. We have also grant-aided secondary schools and junior technical schools. For these four types we require more than 209,000 teachers. In addition we have at least 10,000 schools in private ownership, and twelve grant-aided universities. The total teaching force may be reckoned at not less than a quarter of a million.

In an ideal world every member of this army would be animated by a high sense of vocation, sparing no effort to achieve professional skill and to rise to the measure of a calling which is one of the most important in the community. Without denying the existence of " born teachers," it is safe to say that their birth-rate is not high enough to provide us with a quarter of a million of such teachers for the educational service. We must be content to have a number of teachers who are so organized as to be efficient without being wholly inspired.

Several forms of organization are open to discussion. We might, for example, have a Civil Service of Teachers, each member being recruited and trained under State supervision, afterwards receiving a salary and pension as a State servant. In this method there are certain difficulties. There is the long-standing question of religious teaching, and it is difficult to imagine a Civil Service which involves religious tests. There is a further difficulty arising from the relations between the teacher and the community. We already have local post-masters, excise officers and collectors of income-tax, but these State officials are not expected to enter into the life of the community to anything like the same extent as the teacher.

A further objection to a Civil Service organization is the danger that teachers may be turned into gramophones to express the ideas of the Government of the day. They would have little intellectual or political freedom, and we ought to guard against any project by which the influence of a Government can be brought to bear directly on the schools. It is not part of the teacher's business to be a conduit-pipe for official

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opinions. " It is the teacher's task to teach children *how* to think, not to teach them *what* to think."

Another possible form of organization is that groups of teachers should establish associations resembling trades unions. This has been done and we have many different organizations of teachers, each existing mainly to protect its members against hardship, economic or professional. In general these associations may be regarded as the outcome of unsatisfactory conditions or economic grievances.

To secure their ends ordinary Industrial and Craft Unions engage in negotiations with employers, and in these negotiations the ultimate weapon of the Union is the Strike, either threatened or actual. If used by teachers this weapon is open to the criticism that the child who loses even a few days of instruction may suffer a permanent loss, whereas the mechanic who strikes leaves only idle machinery.

A third form of organization is to establish teaching as a profession, with its own Register containing the names of those who have submitted their credentials to a representative body of the profession and have been found worthy. Here we have the experience of other professions as a guide. We know that a professional Register enables the public to distinguish between the qualified practitioner and the unqualified. We know, too, that the professional man or woman is expected to have some knowledge of the principles underlying the practice of the calling. The mechanic may be a member of his trade union, but his responsibilities end when he has performed his task efficiently or to the satisfaction of a supervisor. The professional man is expected to know something of fundamental principles. His efficiency involves something more than the ability to satisfy a supervisor. He must rise to the level of professional responsibility. This is well understood by the public in regard to any recognized profession, with the result that public status is accorded to professional men and women, and problems of remuneration and conditions of work are found to be more easy of solution.

Such possible results were in the minds of those teachers who began over eighty years ago to initiate a movement for establishing a Register of Teachers under the control of a representative Council. Under the present statutory constitution the Council includes twelve university representatives, together with thirty-six other members elected by Registered Teachers directly and voting according to the type of teaching work in which they are engaged, or were last engaged before retirement. The members thus nominated and elected are empowered to elect two other members to represent types of teaching work which otherwise might not be represented. The present Council thus consists of fifty teachers, and the Chairman is elected from outside their number.

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The sole statutory duty of the Council is to "form and keep" a Register of Teachers; but there is at present no professional advantage in being Registered, nor any professional disadvantage in not being Registered. The Council is therefore asking the Board of Education to order that none save Registered Teachers may exercise professional supervision over the work of teachers, and as a first step it is asking that none save Registered Teachers may be appointed to headships in grant-aided schools and institutions. It is not contemplated that none save Registered Teachers may be allowed to teach. It is recognized that teaching can never be, in the strict sense, a close profession, but it is held that where non-Registered persons are engaged in teaching in schools or institutions they should work under the direction of men and women who have been admitted to the Register.

This admission is granted on proof of satisfactory professional qualifications. The requirements may be described as reasonable and not inappropriate. An applicant is expected to have a good general education and also to have followed the study of a subject or subjects for a period of three years. In addition the applicant is expected to produce evidence of having taken a course of professional training, either in an institution, such as a training college, or in the form of training service for a period of one year, during which teaching will be practised under supervision and the applicant will follow a course of reading in the methods and principles of teaching. In addition proof of satisfactory teaching experience for one year is required.

To maintain the financial independence of the Council those admitted to Registration are required to pay a fee, but once admitted they are not asked to pay anything further. Since the Council cannot form an association in the ordinary sense, no annual subscription is demanded. By command of His Late Majesty King George V, the body of Registered Teachers is now known as the Royal Society of Teachers, but this title should not be misunderstood as indicating any idea of encroaching on the functions of existing organizations of teachers. The sole purpose of the Council is to devise satisfactory standards of admission to the responsible exercise of the teacher's calling, and thus to build up a teaching profession which shall be unified though not uniform.

CURE FOR STAMMERING

At a Conference of the Sacro-occipital Research Society held in Buffalo, U.S.A., Mr. Bernard de Jarnette, of Nebraska, said that stammering was caused either by vocal defects or by muscular pull on the diaphragm. The pull could be remedied by crawling on hands and knees. This discovery leads to the gratifying conclusion that Nebuchadnezzar would be able to pronounce his own name with ease.

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RELATIVE MERITS OF DEMONSTRATION AND PRACTICAL METHODS IN TEACHING SCIENCE

AN INTERESTING EXPERIMENT

FOUR years ago, due to the exigencies of time-tabling, I had to divide a pre-Matriculation form into two sections; twenty using the laboratory, while the other thirteen occupied a lecture room for their study of chemistry.

The course at this stage is essentially practical, and as a result, the laboratory class performed 95 per cent of the experiments themselves, and the others had a demonstration lesson each time. I was in charge of both sections, and as it was impossible to interchange the classes, I decided to use the opportunity to investigate the relative merits of work done by the pupils themselves compared to work carried out in the lecture room. There was little if any difference in the average intelligence of the two sections. I may be going over well-worn ground, but the subsequent results were most interesting. The laboratory pupils were told how to proceed and then carried out the experiment, taking notes when they wished. The lecture-room class watched me perform the experiment and wrote up their own notes.

At the end of the first term, I tested each section on the work done, and the lecture-room class were more successful. Their answers were arranged in a logical manner, while those of the laboratory class were, in general, rather rambling accounts of the experiments performed; and the percentage passes in the two sections were 92 to 85 respectively.

Towards the end of the school year, I tested the two sections again on the first term's work and found that this time, the laboratory class did better. The lecture-room pupils still gave the more systematic answers, but their factual knowledge was not nearly so good as that of the laboratory section. Their percentage of passes fell from 92 to 62, while that of the laboratory class only decreased by 5 (85 to 80).

Similar results were obtained with the corresponding form the following year. The lecture-room passes decreased from 96 to 75 per cent, as compared to a decrease from 88 to 81 per cent with the laboratory class.

It is dangerous to generalize on limited data, but it appears that work carried out by the pupils themselves, although not reproduced so faithfully at first, is remembered and understood better *in the long run*, than demonstrations by the teacher. One recalls the words of Julian Huxley, " If scientific training is to yield its most eminent results, it must be practical."

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POLITICS AT THE UNIVERSITY

FROM A CORRESPONDENT IN GERMANY

AT a time when politics are causing some dissension at our universities, it is interesting to observe the developments of the National Socialistic Movement as affecting the life of the university student in Germany.

From the moment when the National Socialist Party assumed the reins of Government, the question of the best method of organizing university students on the desired lines has been one of its most difficult problems. During the past few years professors and teachers, many with world-wide reputations, who did not accept the new precepts, have been gradually replaced by teachers more amenable. Political teaching and lectures were introduced, and attendance made obligatory. Students were invited to join the Party, and those doing so were granted all kinds of preferential treatment. But, somehow, the results obtained were not satisfactory, and it was perceived that the main obstacles to the acceptance of the new doctrines were the student clubs, the so-called " Studenten Corps." These " Corps," of which there are a number at every university, form the élite of the students. Their members are usually carefully chosen from good families, and they have their own customs and traditions, often centuries old and jealously guarded.

The existence of this predominant class was obviously in direct contradiction to the new tenets. A succession of half-hearted laws and regulations were passed, curtailing or abolishing old privileges. These were constantly altered or withdrawn. Duelling was at first prohibited, then again permitted. At some universities the " Corps " were forbidden; at others allowed. The " Corps " paid little attention and continued their ways unheeding.

A determined and far-reaching effort is now being made to bring all students into the ranks of the Party. Every student must be a member of one of its Sections. The " Corps " are to be prohibited and dissolved. After serving his year with the " Labour Service," as all must do before being matriculated at a university, the student becomes a member of a group or " Cell " with about thirty members selected irrespective of station in life or course of study. The group will be led by a student who has proved his political zeal and ability either in the " Labour Service " or in some other activity of the Party, and he will be responsible for inculcating and maintaining the proper political spirit in his group. The groups will be housed and rationed separately, each occupying its own building, with rooms for dining, working, recreation, etc. Four members will share a bedroom. Thus it is intended that the spirit of good comradeship, hitherto so lacking at the German universities, will be fostered, and the Party spirit firmly ingrained.

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During the first three terms political education will occupy most of the curriculum, and only after this period does the student begin to seek the knowledge for which he is attending the university. At the end of these three terms the student will be free to lodge where he pleases, but he remains a member of his original group, and under the control and supervision of its leader during the whole of his university career. At the close of his studies and after passing his examinations he moves automatically into the Association of his intended profession—all professions and callings being now marked off into exclusive associations. By this device it is intended to gather all students into the Party, and at the same time to imbue them with the spirit of good fellowship and cohesion, regardless of birth or fortune. The first of the houses has just been opened at Dresden, and the whole scheme is to be in working order by the autumn.

The scheme has some good features and may help to engender that spirit of companionship and mutual respect hitherto lacking in the German student's life, but it is beset with many difficulties. We know from war experience that it is possible to unite different classes into a compact body, with good comradeship and equality, during a national crisis. It is unlikely that similar results will follow and endure when no crisis is present. Again, no provision is made for the many who are not members of any branch of the Party. Are these to be denied a university education? The German youth of to-day must serve one year in the "Labour Front" and one year in the army. He is to lose also another three terms at the university before beginning his final studies. As these require at the shortest four years for a degree, the German student will be twenty-six years old before he enters his profession and begins to earn a living. Finally, the continuous political strain on the youth of the country may prove detrimental to its mental development in other directions and tend to arrest initiative, especially now that the State lays hold of boys only twelve years old. At this age they must enter the "Hitler Youth," and political pressure will be maintained upon them until they are twenty-six or more.

This re-organization of university life may have advantages in a country where the "University" has meant to the student during his stay and in later life far less than it does in England or America, but the placing of politics in the forefront as a means of imbuing students with comradeship is a device concerning which we may have many doubts.

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USERS of stop-watches should see the two models produced by Messrs. A. Arnold & Co., 19, Clerkenwell Road, London, E.C.1. They are of excellent value where accurate time-keeping is essential. The watches, which are fitted with a centre second hand, give readings to within a fifth of a second, and are guaranteed for three years, the price being 15s. each, complete with strap.

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THE PLACE OF DRAWING IN EDUCATION

By J. C. W. HOUGHTON
(*Drawing Master, Modern School, Wilmslow*)

WHATEVER success may attend the efforts of the individual teacher, drawing is still one of the subjects in which progress in method is unsatisfactory.

Drawing is often regarded as a mere " recreation," holding a place outside both the " cultural " and " utilitarian " field.

In other subjects, the goal is comparatively clear. But the benefit derived from drawing is not so apparent. We need a cogent answer to the question, " What are we aiming at in the drawing lesson ? "

In practice, drawing materials are used for only about one or one and a half hours a week. The result is that pupils do their " Art " work by copying designs in the Craft Room, and in the best of schools the number of those capable of using their eyes and a pencil effectively is smaller than we should like it to be. Is there no remedy ?

It is necessary at the outset to consider the value of draughtsmanship as an instrument of education. We must discover the incorrect views caused by poor class-room results. Do we set out to teach Art through Drawing ? Is it reasonable to approach the matter with the methods and the mental attitudes of the Art Schools ? Should the drawing lesson aim to produce designers or competent draughtsmen ? Ought the results to be judged by their pictorial appeal to the eye ? Is the drawing lesson a waste of time, educationally speaking, for the child who, in the jargon of the classroom, " cannot draw and never will " ?

These are important questions and they bring a variety of conflicting answers. It may be that the increasing number of teachers who take Drawing throughout a school are ready to give definite answers.

But they are not responsible for the allocation of time and the provision of materials and facilities for carrying out their ideas. Drawing is regarded in the main as less valuable than other subjects.

This is due to two causes. On the one hand, ability with a pencil is regarded as a gift possessed by only a small minority of pupils. This view suggests that the majority can derive no benefit from Drawing. On the other hand, since the aim is not clear, no specific line of attack is chosen and the teacher runs the risk of treating too many aspects of a wide subject.

Actually, we are confronted by two separate and distinct spheres of work—Drawing and Art. One may help the other, but, from the child's point of view, they are not one and the same. In the endeavour to approach both in the narrow limits of time allowed, a good deal is lost.

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What, then, is the aim in each case, and how far is it possible to proceed towards its attainment?

With regard to Drawing, we must discard the idea of enabling pupils to produce drawings which have æsthetic or pictorial value. The drawing lesson should not aim at the production of embryo artists. For this we should, indeed, require gifted pupils. The primary purpose is to give opportunity for regular practice in visual observation in such a way that the result may be criticised readily by both teacher and pupil.

Eye training is extremely valuable in the development of the mind. It is provided for systematically by no other subject in the curriculum.

A carefully selected and graded series of exercises, together with a correct method of presenting them, will produce the simple drawing technique required. We must remember that, "What doesn't go in through the eye won't come out through the fingers."

The view of the drawing lesson as cultivating technical proficiency lays primary stress on the visible results of the child's effort. The view that the important part of the training comes from observation stresses the mental stimulus rather than the pictorial result. The latter view counters the idea that drawings of low pictorial value are a waste of time.

A comparison of drawing with any other mode of expression, say writing or speech, will serve to illustrate this point. Take an example from the science lesson, such as the apparatus for collecting gases over water. How many children are capable of describing in words this collection of vessels, omitting none of the essential points?

If no grammatical mistakes occur, the verbal description may pass muster because its deficiences do not strike us so quickly as do those in a drawing. Herein lies the value of Drawing—the child's expression of what has been observed reveals the efficiencies and short-comings of the eye. The extraordinary fact is that this feature of drawing as an educational instrument is its own undoing.

A drawing which gives evidence of even closer observation than a piece of descriptive writing, may yet be less pleasing. This is because the child has had greater practice in written then in pictorial expression, and finds it easier to write "a straight line" than to draw one.

Yet a written description can never equal drawing as an exercise in observation and eye training, because the mistakes are less apparent. A poor drawing does not of necessity indicate failure in the wider educational sense. It is easy to discourage a pupil by an untimely smile at a sincere effort.

The enjoyment provided by a well-conducted drawing lesson need not be stressed. Every normal child loves drawing for its own sake, whether in the opinion of a critic he is "good at drawing" or not.

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Of the small number of children who show little interest in pencil and paper, many will be found to have suffered under teachers who wanted " results."

So much for Drawing. The problem set by the term " Art " is different and more difficult.

The " Drawing " period should not be directed to the study of Art. In the later years of Drawing some of the principles of Art will come into view as incidental to the work, but as a subject, Art should have its own time.

Here the chief difficulty is selection. Very little Art can be taught in schools where the curriculum is as heavy as that of the present-day Senior School. We must decide how much systematic Art training is likely to prove valuable. Here we have to consider the elements of taste in the home and school decoration, arrangement, colour, and so on, with a preparatory opening of the mind's eye to the joy of beautiful things.

This is a bigger problem than Drawing. It is necessary to choose from the vast array of material the minimum to be taught.

The topic which first calls for treatment is colour. A working knowledge and just appreciation of colour are often lacking. There is much to be covered under this head alone. Consider the origin of colour. Many interesting and extremely valuable demonstrations may be given with the help of a few coloured lights and a darkened room. Then there is the vast range of colour harmonies—contrasting and analogous—and the principles underlying their relations. Discussions on colour, exercises with colour, and demonstrations of colour, should be regular features of the child's work in Art.

In this as in every other subject in the curriculum, the work should be regular. It is of no use to give three lessons on the colour circle at the beginning of the Spring Term, and then to dive off into some other feature—lettering, for instance—returning to colour weeks later. Work on any branch of Art is a waste of time if it is not in some measure carried to a definite conclusion. A knowledge of the subtleties of colour balance can make the difference between a comfortable and an uncomfortable home.

Of almost equal importance is a knowledge of tonal values. Tone and colour are closely related and interdependent. Many children leave school with no knowledge of the difference between colour and tone.

After the wide and necessary treatment of these two aspects of the work, we must take the subject of design. Many teachers find difficulty here. Some feel that design cannot be taught unless there is some application, and others, unable on the score of time to introduce a means of application into the Art lesson, and refusing to blind themselves to the difficulty of correlation with the handwork class, teach " formal design " on accepted Art School principles.

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Yet it is difficult to see how design in the abstract can be taught to children. It is possible to teach the elements of pattern-marking, but that can scarcely be called design, and it is, moreover, the province of the Infant and Junior School. The work which should be expected from Senior children demands teaching of a very competent kind. One need think only of the amount of work to be done before a class of children are capable of making even a passable design for application, let us say, to leather or whitewood articles. The problem, indeed, is so difficult in the circumstances that it is solved very often by copying. This may be satisfactory in the Craft Room, but it cannot legitimately be labelled Art.

In view of the quantity of other work to be done, it would seem best to do away altogether with the idea of teaching design as such, and to employ only those principles of pattern-making and decoration that must be used in colour work. Similar remarks apply to lettering, which is a valuable aid to teaching proportion, balance, and dominance of space, tone, and colour. It should be used to these ends rather than as an end in itself.

Drawing should enlighten the power of observation and lead to a toning up of the mind. Art should train the appreciative faculties and lead to a cultured perception of beauty. The means of attaining these two ends are mutually helpful, but they are intrinsically different and any confusion will lead to loss of effect in teaching.

RACE AND NATION

WE EUROPEANS. By JULIAN HUXLEY, A. C. HADDON, and A. M. CARR-SAUNDERS. Jonathan Cape. 8*s.* 6*d.*

THIS stimulating, and, in parts, provocative book meets a present urgent want. Of our many pressing problems that of race is most in need of dispassionate consideration. As of liberty, so of race, Madame Roland could truthfully have said, "how many crimes are committed in thy name." The book gives in language understood of the multitude a general survey of the origin and composition of European races from the standpoint of a biologist, an ethnologist, and an anthropologist. Of its three sections those dealing with the phenomena of heredity and the main ethnic groups of Europe are likely to draw most criticism from scientists, and to leave the general reader with some of his preconceptions shattered. Especially is this the case in regard to the Jews, whom Dr. Huxley, and, presumably, Dr. Haddon, regard as a socio-religious or pseudo-national description rather than as an ethnic term in the true genetic sense. They would rather attribute the generally accepted characteristics of Jews to reaction against external pressure and persecution than to heredity, sharing Ripley's view that "the Jews are not a race but only a people," a socio-religious group with varying physical characters. The authors jointly deplore the confusion of thought in regard to racial questions which accompanied the drawing-up of the peace treaties, and the then common fallacy of equating race with nation. The various theories advanced by this trio of scientists, each a leading exponent in his own sphere, deserve the consideration of all engaged in the difficult task of resolving the many economic, political, and social disorders of present-day Europe.

F. R-L.

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AN ADMIRAL EDUCATES HIS DAUGHTERS

By I. SHIPTON

WE moderns are apt to pride ourselves on the care and intelligence we devote to the education of the young, and are inclined to look down on the " old-fashioned " views of our predecessors. Nevertheless, some of our ancestors had surprisingly modern views on education.

One would not expect to find a British Admiral of a hundred and thirty years ago devoting his attention to the upbringing and education of his daughters. Yet Lord Collingwood, the friend of Nelson, the leader of the lee line in the Battle of Trafalgar, a great seaman and a most gallant fighter, gave considerable thought and took much trouble to see that his daughters were well educated in the best sense of the term.

He was strongly averse from having his Sarah and Mary turned out as fashionable young ladies of the day. He took great pains to secure for them a good governess, and was anxious that they should learn geometry, mathematics, and astronomy—subjects not usually included in the curriculum of a girl's education in the early nineteenth century. Mathematics and astronomy he considered would " give them an idea of the beauty and wonders of the creation " ; while of geometry he said, " it expands the mind more to the knowledge of all things in nature, and better teaches to distinguish between truth, and such things as have the appearance of being truth, yet are not."

Collingwood was at sea the greater part of his life, so that he was unable to supervise his daughters' education personally, but he often wrote to his wife on the subject, urging her, among other things, to encourage them to read widely, especially history, travels, essays, and Shakespeare. They were not, however, to have access to two books at a time, but finish off one before starting another. In one respect their choice of books was severely restricted, for, he wrote, " Above all things keep novels out of their reach." It seems a hard order, but Collingwood's reasons had much to commend them : " They exercise the imagination instead of the judgment, and make them desire to become the Julias and Cecilias of romance, and turn their heads before they are enabled to distinguish truth from fictions devised merely for their entertainment."

Collingwood held that " the temper and disposition of most people are formed before they are seven years old," and in addressing a relation on the upbringing of three young boys, stressed the mistake of spoiling them when young, urging her to treat them firmly but gently, giving praise where praise was due, even when quite young, for " they will never forget the effect which their good behaviour has upon their

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mother, and this at an earlier time of life than is generally thought; for I consider young children, before they have any reasoning faculty, to be guided by instinct."

He goes on to say, "I am glad you think my daughters are well-behaved girls. I took much pains with them the little time I was at home. I endeavoured to give them a contempt for the nonsense and frivolity of fashion, and to establish in its stead a conduct founded on reason. They could admire thunder and lightning as any other of God's stupendous works, and walk through a churchyard at midnight without apprehension of meeting anything worse than themselves. I brought them up not to make griefs of trifles."

In a letter of advice to his little Sarah and Mary, Collingwood told them, "I think I can know the character of a lady pretty nearly by her handwriting. . . . Remember, my dear, that your letter is a picture of your brains."

Above all did the Admiral urge his two young daughters to do everything they put their hand to with all their might. "Never do anything with indifference," he told them. "Whether it be to mend a rent in your garment, or finish the most delicate piece of art, endeavour to do it as perfectly as possible."

Lord Collingwood's aim was character-building. In writing to his daughters he explained to them that education "may be divided into three parts." The first part he spoke of as "the cultivation of the mind," the acquiring "a habit of doing acts of virtue and honour"; the second qualification was "to acquire a competent knowledge how to manage your affairs, whatever they happen to be." Under this head came a knowledge of housekeeping, and the keeping of regular accounts. The third desideratum was to cultivate a pleasant manner, preserving the happy mean between "boldness and forwardness" and "shyness and bashfulness."

Nor was the lighter side of his children's education to be neglected, for, as he told them, "Those little accomplishments, as music and dancing, are intended to fill up the hours of leisure, which would otherwise be heavy on you." Idleness and empty-headedness he abhorred. "Nothing wearies me more than to see a young lady at home, sitting with her arms across or twirling her thumbs for want of something to do."

It is sad to think that Collingwood hardly saw the two daughters he loved so dearly, and for whose welfare he was so anxious. The exigencies of the service kept him at sea for long periods together, and though he repeatedly applied for leave to recruit his health during the last years of his life, the Admiralty kept him at his post, till he died in 1810, at the comparatively young age of sixty, from disease brought on by overwork and the confinement of shipboard life.

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THE SCHOOL CERTIFICATE AT 17

By J. B. JANSSON
(*Formerly a Housemistress at Bedford High School*)

APART from the often pressing question of financial strain at home, it is difficult to see any advantages at all equal to the disadvantages of encouraging girls to take their school certificate before the age of seventeen.

And yet many are encouraged to do so, and do take it earlier. Such advantages as there are would seem to be solely from the point of view of the school and its reputation for advanced work. Comparatively few girls stay on after obtaining it. The training for most of the better careers does not begin before eighteen. And many a girl, in the interval, not only does not know what to do with herself, but often loses the habit of study, and sometimes also the keenness of her ambition.

But these are the minor disadvantages. The chief is the effect upon the girls themselves. The life of a girl, whether she is a day girl or a boarder, in a present-day public school, is one ceaseless round of exacting activity, in which there is little time or opportunity to teach her anything of the right use of leisure or of the quiet of mind that is the fruit of inner discipline and for which some repose of body is needful.

The activities and interests of school life are undeniably well arranged and healthy. The work is splendidly organized, and is carefully kept within the actual capacity of the children. But even so, there is too much of everything. The children are over-stimulated. And one cannot help feeling that they are drawing on the reserves of the future.

They do not and cannot digest a great part of what they learn and read. They are often mentally over-tired. And, by way of recreation, they will frequently read the veriest rubbish if they can get hold of it. In actual fact, life offers them more than they want. And the result is that many of them, before ever they are grown up, are tired of the activities that rightly belong to later life.

The right use of leisure, as has been said, is no part of their lives, because there is no leisure to use. If, for instance, an unexpected holiday comes along, unless something definite is arranged for them to do, one of three choices is likely to be theirs.

Some girls will snatch at the holiday with relief and spend it in trying to " catch up." Some, being little used to unorganized leisure, will soon be bored, and will proceed to make a nuisance of themselves; while a few, glad of the opportunity to arrange their own life for a short period, will spend it in the quiet pursuit of a hobby. But, unfortunately,

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hobbies, though encouraged in theory, are often hardly practicable for lack of time to develop them.

If only these children could go a little more slowly. If less were asked of them, less provided for them, both of pleasure and of interests, they would profit so very much more by what they had.

Besides all this, a girl who takes the School Certificate at sixteen must begin to speed up about fourteen. And, as those who have had much close experience of girls from fourteen to sixteen years of age will know, that is the most unstable period of all, and one in which they are least able to bear pressure of any kind.

Many a student at the University fails to fulfil the promise of her youth because her mental energy has been overtaxed. And, not infrequently, her outlook is warped because it has been pressed beyond her years.

Much quiet is not, of course, attractive to the young. But something of a disciplined inner life could be won if there were more opportunity to train it.

As it is, young lives overflow with activities of every kind. Day girls have home interests and duties which, in their hurried lives, are often a great strain, and a little less pressure at school would afford relief. Boarders live of necessity an almost minutely regulated life. And so great are the demands of school upon the children that to give them anything real in the way of a trained leisure is practically an impossibility.

A little less haste to teach, one year more for the same amount of work, a little wholesome "neglect," and the effect on the children's physical and mental health would probably be great. It would at least be a move in the right direction. And the difficulties ought not to be insuperable. The present move for abolition of home work would be greatly facilitated by postponement of the School Leaving Examination.

It is true that many girls do not take their Leaving Examination before seventeen. But, on the other hand, many do. And there is a definite tendency to try to take it at the earlier age.

In later life, when habits are formed, many a restless woman, trained in ceaseless, practical activity, rushes about feeling that only when rushing does she live.

Such people seem to be unaware that a quiet life can yet be a full one, and that an active life sorely needs for its health recurring periods of quiet in which the inner life can grow, and the lessons of experience be really learnt.

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EXAMINING IN GREECE

By An Examiner

UNTIL recently I lived in Greece, and every year was asked to examine in English at the *Baccalauréat* (matriculation), for which the French Universities hold a centre in Athens.

In France only French examiners are allowed, but abroad there is much latitude, for qualified people are hard to find. The French School of Archæology, which in Athens is charged with organizing the examination, can easily provide examiners for the Classics and History from among its young professors, but for other subjects a motley crew is raked in from every corner of the city. In the Science section I remember an aviator and an artillery lieutenant (both of the French Military Mission which trains the Greek army), a director of mines, and a doctor from the local Pasteur Institute, all eventually being persuaded that it was a patriotic duty to join the *Jury d'Examen*. They particularly hated to act when there were any *French* among the candidates, for these were sure to be sons or daughters of the Legation Staff, the Military Mission, or other socially important personages of the French Colony in Athens. It was obvious that the future of a Lieutenant who failed his General's daughter might not be a rosy one . . . besides he was probably her constant dance partner.

The Languages problem was almost as difficult as the Sciences, for, besides a majority of Greek candidates, there were Turks, Russians, Poles, Armenians, Bulgars, Yugo-Slavs, Roumanians, etc., etc., and as most of these languages are allowed as *Baccalauréat* subjects, their respective nationals of course wanted to take them. So the Legations and Consulates were combed for language examiners, whose inexperience led to results that would have astonished even the Hartog Commission. As I had had two years' Paris school experience in preparing pupils for this examination, I luckily knew more or less what was wanted.

The practice of *récommendations*, so common, but I truly believe so impotent, in France, is of course even more followed in Greece. On the day before the examination the house of the *Président du Jury* was besieged by head masters, mothers superior of convents, private teachers, parents, all coming to "recommend to mercy" their respective pupils. The grave young professor received them all in turn, but in fact he only courteously assured each that if their candidates reached the required standard they would not be failed! Sometimes candidates came in person and alone. One charming young thing even hinted at such a glowing reward should she be passed that the blushing *Président* hastily rang for the next visitor.

The French *Baccalauréat* (especially the 2nd part) is considerably higher than our University Entrance examinations, and even in France

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a large proportion of candidates fail. In Athens it was much worse. The certificate is greatly prized in Greece, but proper preparation for it is difficult to find; also the candidates are naturally handicapped by working in a foreign language. Of course "howlers" were plentiful, many of them arising from the non-existence in modern Greek of the sound *CH*, which is always pronounced *S*. For instance, one candidate wrote, "*Dans les wagons on voit affiché* '*DEFENCE DE CRACHER ET DE PENSER*'"! On the other hand, the few candidates from the "society" families of Athens were invariably good linguists, for they are surrounded from birth with foreign nurses and governesses.

I had to set my own papers (composition *or* translation, decided on by lot), correct them, and hold a public oral examination of candidates who had survived this test. Added to these latter were a large number who, taking a "classics" *Baccalauréat* (you have several choices) had to pass only the oral test in modern languages.

The Oral Examinations were held in several large rooms at the French School. I would sit behind my table at one end trying to concentrate on English; in the centre the Slavoturkian Consul would be jovially passing all his nationals with Honours, whilst on the dais at the farther end the French Artillary Lieutenant would be taking Mathematics, frightening his candidates, and distracting me by parade-ground yells of horror whenever they chalked up a miscalculation on the blackboard. Parents and friends crowded round as closely as they dared, trying to see the marks given, prompting the candidates, and smiling ingratiatingly at the examiners.

Year after year I would be seized with fear on the eve of the Oral examination, thinking that I must really have on my table, and know thoroughly, every one of the twenty-five set books of the English syllabus among which candidates have the right to choose. I would rush vainly round Athens trying to borrow copies of *Hazlitt's Essays*, *Paradise Lost*, *J. Stuart Mill*, etc.; but my panic efforts were invariably wasted. Candidates for Part I *always* chose *David Copperfield* (abridged), and for Part II, *Hamlet*. I should have been perfectly safe in having only these on the table, but I never dared! Occasionally I would get a candidate who, though he spoke English fluently and knew all Wodehouse and Edgar Wallace by heart, had not deigned to study a single book on the syllabus. Once I had a youth (taking the Oral only) who seemed incapable of understanding or speaking a single word of English. I felt bound to give him *Zéro*, but knowing this would fail him in the whole exam., I consulted the *Président du Jury*, who replied, "If you can get him to understand a single sentence you can give him a half mark." Eventually he managed to grasp, "The dog is in the room," and honour was saved. (He finally got his *Baccalauréat* certificate quite creditably; for in France, though 50 per cent *total* marks are

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required, they can be earned in any way that suits the candidate so long as in no subject does he get *Zéro*.) I expect he is to-day saying that he " took English " in his examination !

The *Membres du Jury* have a general meeting after the written as well as after the oral work to give in marks and decide the candidates *Admissibles*. Those with one or one-and-a-half marks below their 50 per cent were usually saved, especially if their *Livret Scolaire* or official school record were good. Agitated parents of failed candidates would later burst in upon us, cling, cry, tell us we were evidently not parents ourselves, that their sons were contemplating suicide, etc., and demand to see the papers (of which they could not understand a word). Corruption, or at any rate the use of influence, is so universal in Greece that they were incapable of believing that this examination was fairly conducted, and that names of candidates were hidden from us until the Orals. Athens is a small place, and for days after I used to be " held up " in the roads by disappointed candidates !

Altogether to be an examiner in Greece is an emotionally exhausting experience, and I think we really deserved the great iced buckets of beer which stood in the " Jury " room, and which were our only reward.

PSYCHOLOGY

PERSONAL PSYCHOLOGY. By MORLEY DAINOW, B.Sc. Pitman. 5*s*.

THERE are two groups of readers likely to be indebted to Mr. Dainow for this book. The first group would consist of earnest students, such as that hero of Mr. H. G. Wells—was it not Mr. Lewisham ?—who pinned up a " Skema," " Scema," or " Sckema " of his planned intellectual careers. These people want to know (sometimes only intermittently) the scientific bases of their own intellectual efforts, and through such knowledge to increase their own mental effectiveness. Mr. Dainow has not sat in vain at the feet of Graham Walters, Sir T. Percy Nunn, and Professor Sir John Adams. A good deal of *The Art of Thought* is embodied here in simple form ; and the young Lewishams will find here some very useful guidance.

The other is the larger group of those who want to know, " What is this new psychology ? " Of course, there are already many books written for this group, and among them a few that have established themselves, e.g., Dr. Bernard Hart's *Psychology of Insanity*. Mr. Dainow's book is written with a difference. His style is conversational (the apology on page x is unnecessary). The effect upon the reader of someone " just talking " is very marked, and it will attract a large number among the book's readers. This effect is increased by the personal incidents, the references to St. John Ervine and " The Observer," " Peer Gynt " (obviously at the Old Vic.), Tennyson, Shelley, A. E. Moreover, they are references with relevance. But Mr. Dainow is essentially a teacher, and he will have you work. He is perhaps ready to teach you psychology without tears, but certainly not psychology without effort on your part. He asks for your attention while honestly doing his own share in deserving that attention. And, if you are a beginner, or nearly so, you will appreciate the sketches of the James-Lange theory, the passages on memory training, and so forth. But you will not be asked to memorize the remarkable thesaurus on pages 168–172. The dust cover will not be a feast for every taste. However, it is in any case a movable feast ; both reversible and removable. R. J.

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LETTER TO THE EDITOR

MUSIC TEACHING AND THE "FIXED DOH."

DEAR SIR,

The article published in your Autumn number on "The Singing Class in French Schools," calls for some comment. The writer states that, as a result of the "Fixed Doh" method of training in sight-singing in France, one gets "a nearer approach to a sense of both absolute and relative pitch than we can secure in England, and certainly a much higher standard of sight-singing."

This categorical statement, it will be noted, is based on the "observations of three classes," which were preparing for the annual "concours" and singing under the direction of Monsieur L'Inspecteur.

It would have been illuminating if the writer had ascertained if the sight-singing was actually done "prima vista"; and if she had stated the keys used in the sight tests.

It is well known that teachers of the "Fixed Doh" system confine themselves for several years to the key of C and a few related keys, whereas children, brought up on our tonic sol-fa principles and on the movable doh method of staff singing, are made familiar through ear and eye with all keys practically from the outset.

One is suspicious on this point, especially as the writer says that "Doh is *always* C." This is quite wrong. In this system "Doh" may stand for C, C sharp, C double-sharp, C flat or C double-flat. Similarly, "Ray," "Me," "Fah," etc., may each stand for five fixed pitches. From this it will be seen that these "Fixed Doh" syllables are derived, not from the mental effect or the function which a sound performs in the tonal system, as e.g., tonic, supertonic, mediant, etc., nor from the actual fixed pitch of the sounds, nor even from the position of these notes on the keyboard, but simply from the position of the symbols of these notes on an arbitrary stave of five lines. For example, two scales might be written on the blackboard, one of C flat major and the other B major, and the class divided so that one section might sing the scale of C flat major while the other sang the scale of B major. The two sections would actually be singing in unison, but the one half would sing the scale to the syllables "Doh Ré Mi Fa Sol La Si Doh," while the other half would sing the scale to the syllables "Si Doh Ré Mi Fa Sol La Si." Could any system be more psychologically unsound? The *aural* impressions, which alone constitute music, are cramped into this Procrustean bed of the *visual* stave, and made to accommodate themselves regardless of their nature or function! The late J. Spencer Curwen and his talented wife made detailed observations of school music teaching on the Continent over a period of twenty years, and published a book on the subject—"School Music Abroad" (Curwen & Sons, 1901). The Fixed Doh method has not changed since that day, neither has human nature; and the following remarks on ear tests, which Mrs. Curwen gave to an adult Singing Class in Paris, are still applicable:—

> "When she (Mrs. Curwen) got into A flat or E, or even in keys less remote from C, the class showed hesitancy, and made errors, all of which were caused by thinking they were in C, i.e., by not moving the 'Doh.' This natural protest of the ear against the 'Fixed Doh' was repeatedly to be noticed during our Paris experiences."

Finally, let us remind the present generation that the "Fixed Doh" method of sol-fa-ing received more than its fair share of British justice, when it stood on its trial during last century, championed by John Hullah, Her Majesty's Inspector of Music in Training Colleges, and backed by the Committee of Council in Education. The prosecutor was a Nonconformist minister, John Curwen, who had devoted his life to the furthering of singing in Sunday Schools and Day Schools. The jury were, as it should be, the school children themselves, and the verdict was an unanimous one of "Guilty."

Yours faithfully, ARTHUR J. IRVINE, M.A., L.R.A.M.

May 26th, 1936. (*Music Master, Queen's Park Secondary School, Glasgow.*)

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LIFE IN A 'NEW' SCHOOL

By A TEACHER

" A free spirit ought to learn no piece of learning with slavery; for the toils of the body, when undergone through compulsion, render the body nothing worse; but no piece of compelled learning is lasting in the soul."

" True," said he.

" Do not then," said I, " excellent friend, compel boys in their learning; but train them up amusing themselves, that you may be better able to discern to what every one's genius naturally tends."

—Plato's " Republic."

ONE of the more hopeful signs of these times is the steady growth of a new kind of school in England, and more lately in Scotland also.

These schools are getting their pupils to work because they are interested in the work, and not because they are disciplined to it, although the schools vary concerning how much freedom they allow to the pupils.

In the school where I work the pupils up to twelve years of age have no restrictions set upon them, except that they have to be in bed at 7.30, and must not go swimming in the river alone. They do not go to lessons if they do not want to, and new pupils take full advantage of this new-found freedom. They roam about in the woods, they build tree-houses, they ask to help in the garden or the kitchen, they clear away mud from the paths through the wood in wet weather, they fill coal-scuttles, and help to feed the ponies and the goats and the hens. And then, after about three months, they begin to get rather bored with all this, and they go along to the schoolrooms to see what is happening there. They find other pupils modelling with clay or listening to stories about the Romans, whose pottery can still be had for the gathering a few minutes' walk away, and they attend these and such classes occasionally, and then more regularly. Slowly they get a background of history and learn to read and become interested in natural history. One pupil learned to do sums in arithmetic up to long division within a fortnight from the time that a teacher who was helping him with his wireless sets told him that he could not do anything further with wireless unless he learned to count.

In a class which is running in this way on its own steam there is no need of discipline and punishment in order to maintain attention.

But there are matriculation and other examinations to pass, so to the older pupils we say, " If you want to be an architect or a doctor (or whatever it is) you've got to pass this examination first. You'll have to

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get up a lot of algebra and geometry and French or Latin, and perhaps several other things you don't seem to be much interested in, and I'm sorry about that, but there it is; you can take it or leave it." We usually find that they take it with a good grace and begin to work reasonably hard.

Never is their examination work allowed to go on at the expense of outdoor education, and this outdoor education is graded like the other. At twelve they have climbed to the top of one of the most difficult trees in the wood, at sixteen they have swum the river with their clothes on and tipped up the canoe in midstream and righted it again. But no pupil, of any age, who dislikes doing these things is forced to take part in them. That applies also to the care of animals, gardening, folk-dancing, going on long summer treks, taking part in school councils round a camp fire, and so on.

The pupils we turn out are not scholars. The average pupil is able to fend for himself, he can use his hands in making things, he is sturdy and athletic, he is fairly resourceful, he refuses to accept his opinions ready-made; I think he could endure a fair amount of physical hardship. Notwithstanding our lack of discipline, we hear from outsiders that when they meet them away from school our pupils are polite and courteous.

There is no religion taught in the school, and no party politics. They ask about the different religions of the world and what is to be said in favour of each, and we try and tell them as fairly as our knowledge will allow us. And the same with their many questions about different political parties. Moreover, they read newspapers of all shades of opinion.

I think that we, the staff, get more out of teaching in a school of this type than we could get in an orthodox school. The children are on perfectly even terms with us, and there is a refreshing quality in their candid and openly-expressed criticism of us. They are perfectly free and willing to tell us where we "get off," and correspondingly ready to listen when we criticise their work, and to argue if they think the criticism unjust.

It would be well if we could make such a training as this available for every child in the country, but at the moment such a school must be run on private lines with a majority of fee-paying pupils. All that can be done is to decrease the fees in special cases and to offer two or three bursaries.

Some day, possibly, a government will discover that its main asset is its children, and its main liability the cost of their training and education, and will subsidize education so that all the children in the country will be brought up with the advantages which the few lucky children of our school are enjoying.

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PUZZLES AND PROBLEMS

By J. TRAVERS, B.A., B.Sc., M.R.S.T.

IN the Autumn number, on page 164, line 4, there is a misprint. The 12 in that line should be changed to L^2. In the same number we told our readers that we would deal fully with the Mexican and his 63-link chain. If n is the number of links to be cut, then the maximum number of links in the chain is:— $n+(n+1)(2^{n+1}-1)$. If $n = 3$, we get from our formula 63 links. Now for some new problems.

1. Just recently I had a letter from a correspondent in the Argentine, asking me to find three numbers such that the sum of the squares on every pair of them is a perfect square. In addition to this, the writer wished to know whether it was possible or impossible to fulfil the added condition that the sum of the squares on all three rational numbers was also a perfect square. So now, readers, before glancing at the solution appended, try it yourselves.

2. The celebrated Rouse Ball, in his excellent book, *Mathematical Recreations*, tells us that there are no rules for the making of bordered "magic squares," and that the making of such squares is a tentative process. I have worked out the rules for such squares, and for odd

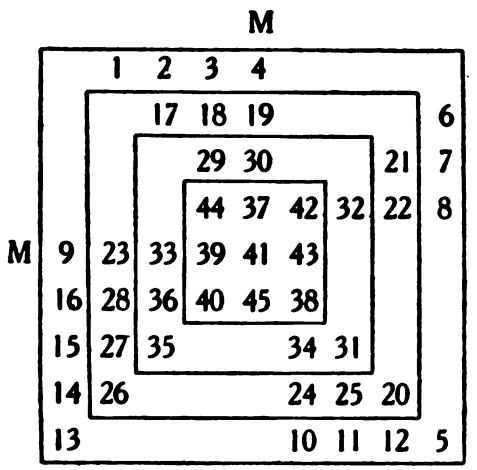

Fig. 1.

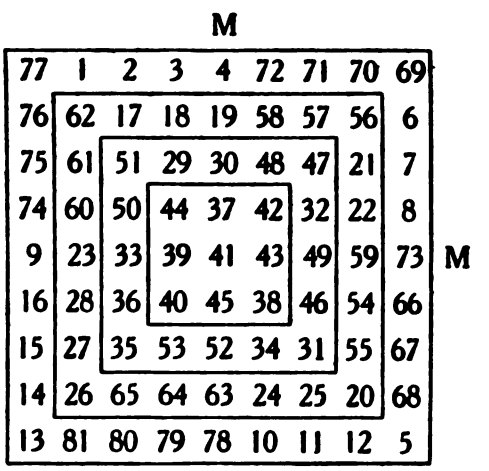

Fig. 2.

Bordered square of 9 summing to 369.
" " " 7 " " 287.
" " " 5 " " 205.
" " " 3 " " 123.

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squares in particular the rules are simplicity itself. For the benefit of the uninitiated, we should point out that a bordered magic square is one in which if one or more columns is taken off all the way round, the remaining square or squares is also magic. We append the rules for making odd-bordered squares, and give a full diagram and a skeleton one in order to elucidate the method.

Rules.—Place the letter M at the $\frac{n+1}{2}$ square, as shown. Then beginning at the second square write the numbers 1, 2, 3, etc. up to $\frac{n-1}{2}$th number. The method of procedure is plain from the skeleton diagram. The remaining squares are filled in by the complementary numbers, so that any number and its complement sum to $n^2 + 1$. In our case the complementary sum is 82.

1. *Solution.*—Let x, y, and z be the numbers. Taking $x = a(4b^2 - c^2)$, $y = b(4a^2 - c^2)$, and $z = 4abc$, where a, b, and c represent the sides and hypotenuse of a rational right-angled triangle, gives the general solution satisfying the first three conditions, and the added condition coupled with the first three conditions is easily proved to be impossible.

SCIENCE

TELEGRAPHS AND TELEPHONES. By Professor W. L. Bragg, F.R.S. Pp. 47. Three Plates and twenty-five Diagrams. The British Science Guild.

This booklet, reprinted from *Electricity*, by W. L. Bragg, F.R.S., by courtesy of G. Bell & Sons Ltd., contains matter forming the Gabrielle Howard Memorial Lecture delivered by Professor Bragg to boys and girls from London Secondary Schools.

The first twenty pages describe telegraphy, teleprinters, submarine cables, and Kelvin's famous siphon recorder for detecting the very weak currents at the receiving end of a long cable are explained. The remaining pages deal with telephony. The operation of the telephone transmitter and receiver, and the design of a simple telephone circuit, are described. A description of an early type of exchange is followed by a remarkably lucid account of an automatic exchange for one hundred subscribers. The problem of preventing one subscriber from overhearing the conversation of another is discussed, and the booklet ends with plates illustrating models of a teleprinter and of a telephone transmitter and receiver.

We commend this booklet to the notice of science masters alert to show the application of science to everyday life. To understand the telegraph demands a thorough grasp of the principle of the electromagnet, the tapping key, and a simple circuit. To follow the telephony section of the booklet some understanding of the nature of sound, electromagnetic induction, the electric bell, and the magneto is needed. The desire to understand telegraphy and telephony may thus be used to evoke interest in knowledge which by itself might be thought of as only dull school work!

Incidentally it is easy to make simple tapping keys and sounders.

Telephone transmitters and receivers may be bought very cheaply from the Post Office if for school use.

Not all children can hear Professor Bragg's lectures, but armed with this booklet and the spirit of emulation, most masters could provide the next best thing. J.R.

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GLEANINGS

"EXPRESS" PROHIBITION

"It is curious the number of parents insisting that their children shall learn economics. There never was a more futile subject. It leads nowhere. And a good many come from the economic schools half-developed Socialists and good for very little. Keep away from it!" *"Daily Express."*

BRIGHTER WORSHIP

"It is astonishing what a difference to the spirit of a service is made by occasionally baptizing a baby, with due ceremonial, after the Second Lesson at Evensong on Sundays."

The Rev. R. B. Lloyd in a letter to "The Spectator."

DEFINITION

"Those who go to college and never get out are called Professors."

George Givot.

EPISCOPAL GEOGRAPHY

"The earth is not made absolutely safe for a good reason. When we realize that we are living on a quaking jelly it helps to make us appreciate that we are here only for a little time."

The Bishop of London, as reported in the "Daily Sketch."

LONDON'S SCHOOL ATTENDANCE

"Between 1914–15 and 1934–35 the attendance roll at elementary schools in London has dropped by 192,411. This is due, it is stated, to the effect of the war, the declining birth rate, and, in recent years, migration outside the county."

THE NEW SPECIALIST

"The Vienna Educational Council has made an order for each municipal school in the city to have at least one expert in philately who can be consulted by schoolboys collecting stamps. In every school there are teachers who are interested and trained in stamp collecting." *"The Observer," London.*

RAISING FUNDS

"Boys at Oswin Avenue Elementary School, Doncaster, have collected in three weeks 13,667 bottles and jars, which have been sold for £12 9s. in aid of the school's recreation fund. One boy collected 1146 jars." *"Manchester Guardian."*

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DIAGNOSIS

"We are the kindest and most sentimental, and a long way from being the best-educated nation in Europe." *Dr. W. R. Inge.*

FRIGID WELCOME

"The appearance of cream ices at Mrs. Neville Chamberlain's 'At Home' was a reminder that summer is at hand, and they were welcomed by many." "*The Sunday Times.*"

PROPHETIC POLO

"Lord Kimberley, remembered in international polo as Lord Wodehouse, was the mainstay of the Cambridge team in the middle 1900's." "*Daily Telegraph.*"

DIAGNOSIS

"Foreign travel is good for everybody, but it cannot be forgotten that behind all this anxiety to send children holiday-making on the Continent is the intention to turn them into priggish little internationalists, friends of every country but their own."

"*The Patriot.*"

DESCRIPTION

"He was a poet and wore his hair a month too long."

H. S. Jackson.

NOTE ON EDUCATION

"What is not generally recognized is that the mind wants training as well as the body." *Lord Lytton, in "Antony."*

WRONG ROADS

"The technique of science, like that of industry, has become a thing in itself. The one veils its object, which is nature, as the other defeats its purpose, which is happiness."

George Santayana.

THE WICKET GATE

"Boy who is promising cricketer can be received Public School next term at specially reduced fees of £69 per annum."

Advertisement in "The Times."

DECAY OF MANNERS

"It seems to have been overlooked that there is a definitely lower standard of conduct in war to-day." *Letter in "The Times."*

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BOOKS AND THE MAN

SCHOOL MATERIAL

MESSRS. OLIVER & BOYD have published recently a book bearing the title, *Child Welfare Outside the School.* It is the work of Dr. Michael Kaye, the Lecturer in Education at Goldsmith's College, London. The price is six shillings, and I have no hesitation in recommending all teachers to obtain a copy of the book, for it provides a wealth of valuable information concerning what may be called the raw material of the school process. For too long we have been in the habit of thinking that our chief concern is with the machinery of education. Now we are beginning to understand that this machinery and its working, must be governed by the nature of the material on which it operates. The cotton spinner uses different methods according to the length of staple in the cotton, but his problem is comparatively simple and it is impossible to classify school material in broad categories.

Nevertheless, the home surroundings of the individual child must be taken into account. This is coming to be understood, and there is everywhere a growing desire to protect children against cruelty, neglect, corruption and exploitation, to preserve them from ignorance, disease and delinquency, and to ensure for them at least a minimum of education, leisure, scope, social life and opportunity for satisfactory living and development.

Dr. Kaye has brought together from many sources information concerning changes of population, the life of the family, the influence of housing, the effect of poverty, the health of children, the conditions of labour for young workers, and the treatment of youthful delinquents.

The theme of his book may be summed up in his own words at the head of the chapter on Delinquency where he says :

"Amongst conditions contributing to the causation of delinquency, we find poor physical and mental endowment, an inadequate, disorganized family, too strict or too lax discipline, an insanitary house, poverty, ill-health, school work that is too difficult, or too easy, or too uninteresting, at once the vacuity and the corruptive solicitations of leisure, the perplexities, anxieties, frustrations and fatigue associated with employment, the bleakness of unemployment. Thus when there is failure of our social organization to protect an individual from one or several of these, we may well think that individual crime is largely due to social neglect."

This penetrating diagnosis might well be printed at the head of every Education Committee agenda, and it should be known to every magistrate who has to deal with juvenile offences.

SELIM MILES

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REVIEWS

EDUCATION

AN INTRODUCTION TO SEX EDUCATION. By WINIFRED V. RICHMOND, Ph.D. Pp. 286. Jonathan Cape. 10*s.* 6*d.*

THIS is an English edition of the original American publication specially edited by Kenneth Walker, F.R.C.S. The original, based upon the author's lectures in sex hygiene to hospital nurses, has found so great favour in America that it was, quite justifiably, felt it would be welcomed by English readers who wish for a really sane and well-balanced summary of modern knowledge of the biology, history, and psychology of sex. Owing to causes into which we need not here inquire, human nature has been one of the last aspects of Nature to attract man's serious, thoughtful attention, and this more especially as regards his sexual nature, ignorance and misunderstanding of which have proved the well-spring of misery beyond conception, both of body and mind. The scope of Dr. Richmond's treatise is indicated by the titles of the eight chapters: "General Biological Considerations," "Biology of Reproduction in Man," "Sex in Primitive Society," "The Historical Period," "The Psychology of Sex," "Problems of Sex," "Sex and Society," and "Sex and Education."

It may be safely asserted that apart from some sound knowledge of human sexual nature and needs, no one is properly equipped for life in civilized society. Without such knowledge human life cannot be correctly evaluated nor human conduct correctly assayed; and not until a much broader view is taken and a deeper knowledge gained of this inescapable aspect of life will sex take its rightful place in the mind of man as something "so inextricably interwoven with the warp and woof of human behaviour" that it must be clarified from all that lowers it to the position it has so long but quite unwarrantably occupied. This being so, the source of knowledge should be pure and undefiled, and readers of this volume will find it just such a source; while for those who desire fuller knowledge on any one or more of the various aspects of the subject than any single volume could possibly give, a carefully selected Bibliography is appended to each chapter. F. H. S.

THE CHALLENGE OF CHILDHOOD. By JOSEPH H. WICKSTEED. Chapman & Hall. 10*s.* 6*d.* net.

THE author of this book was formerly Head Master of the King Alfred School, Hampstead. He now sets forth the basic principles of his work there, revealing a deep understanding of child nature and a justified impatience with many features of present-day schooling. For him there is no such thing as a wicked child. He tells us that we must not mistake originality in children for original sin. They come "trailing clouds of glory," and he would ward off "the shades of the prison house." His book is discursive almost to the point of being garrulous, but it contains many sound truths and affords an admirable exposition of the case for greater freedom in schooling. F.

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So far so good; but it is to be hoped that these gateways will lead soon to a treatment of the mechanism of the breathing and the cultivation of resonance. F. R.

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SWIMMING

HOW WELL DO YOU SWIM? By SID G. HEDGES. Methuen. 3*s.* 6.

SINCE Swimming came into its own as one of the healthiest and most popular pastimes a great number of books on the subject have appeared on the bookstalls, but few have been so compact and at the same time so comprehensive as *How Well Do You Swim?* by Sid G. Hedges, illustrated by Stephen Lewis.

The author is well known as an authority, and in this particular publication he offers something new in the form of a daily programme of progressive lessons. These lessons are divided into ten groups, each being rounded off with revision and a Hedges Standard Test. The would-be swimmer may thus be certain of each stage of progress before proceeding to the next. The tests are thorough and at the same time very interesting.

The illustrations also break away from the usual type and are exceptionally clear and comprehensible. Altogether the little volume should prove useful both to the learner and to the teacher. V. T.

DOMESTIC SCIENCE

LAUNDRY-WORK IN SCHOOL. By E. HENNEY and J. W. BYETT, B.Sc. Pp. 88. Dent. 1*s.*

THE authors of this exceedingly useful little manual are staff lecturers at the Gloucestershire Training College of Domestic Science; and teachers may rest assured that in following the advice and suggestion given by them they are profiting by the knowledge and experience of those able to deal authoritatively with a decidedly important subject, which includes cleansing, finishing, and the renovation of clothing, and all kinds of clothing materials. F. H. S.

SEASONED WIT

IN PRAISE OF IDLENESS. By BERTRAND RUSSELL. George Allen & Unwin. 7*s.* 6*d.* net.

HERE is a book of the rarest quality—pungent, provocative and pleasing. The author is always urbane in statement, but underneath the debonair style there is a caustic and delightful wit. His comments on life are penetrating and almost every page contains some passage which is a tonic to thought. "The Treaty of Versailles was not very encouraging to those who had the luck not to be killed in defending the ideals which their rulers betrayed." There is a tang of truth in this concise statement. It is interesting, too, to find a member of the family which owns the Bedford Estate in London telling us that "there are men, who, through ownerships of land, are able to make others pay for the privilege of being allowed to exist and to work." R.

MEDICAL

THE ROMANCE OF THE SPINE. By IRENE F. GOODMAN. Pp. 77. John Bale Sons & Danielsson. 3*s.* 6*d.* net.

THE due appreciation of this book, with its somewhat misleading title—dealing as it does with the treatment of scoliosis—appears to involve a philosophy of life which contains a decided element of what may be termed the occult, or, shall we say, of esoteric philosophy. For we are told that "our heredity . . . is the result of the thought processes of our parents in their particular chemical (or endocrine) make up"; that "since thought passes from above downwards" and "gravity passes from below upwards," you have only to "allow these two forces to harmonize within you and you will have increase of life." Moreover "it seems probable that our supreme thoughts come from a region as far above us as the centre of gravity of the earth is beneath us." All this is scarcely what we should

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Dr. Gurrey, writing on June 3rd, 1936, says: "Thank you for allowing me to see an advance copy of Mr. Jepson's new grammar; I read it right through immediately on receiving it, and found it good reading. I expect it to have a very fine reception, for it seems to me to be far and away the best middle school grammar that has appeared during the last ten years. It is fresh, full, and up-to-date. Its teaching and explanations are sound—one can say this honestly about very few of the school grammars. Its definitions are not dogmatic, but show where they are incomplete or unable to account for all usages: this intellectual honesty is refreshing, and will do much, one hopes, to help to put the study of language on a freer and more scholarly footing. I have high hopes that this book will replace the school grammars which have made an undue fetish of function or which contain merely Latin grammar anglicized. This is a school grammar which I can recommend unreservedly—I can give it no higher praise. Please convey my hearty congratulations to Mr. Jepson."

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expect from a member of the staff of King's College Hospital; but there it is. Following this preliminary chapter on "the ideal of physical education" there are others dealing with the technique of the balance system, and with physical adjustment, this latter including a much more understandable consideration of diet, which necessarily plays an important part in remedying any departure from bodily health in the broad sense of the term.

F. H. S.

PSYCHOLOGY

ABILITY AND KNOWLEDGE: THE STANDPOINT OF THE LONDON SCHOOLS. By FRANK C. THOMAS, M.A., B.Sc. With a Foreword by PROFESSOR C. SPEARMAN and an Appendix by Dr. ELSA WALTERS. Macmillan. 15*s*.

THIS is a work on psychology of that type and temper that will have nothing to do with any psychology that cannot be considered as essentially and completely a branch of science. It opens, very aptly, with an admirable exposition of the scientific approach. It is "popular" only in the sense that its matter and manner are not too difficult for readers interested, but not equipped as specialists in psychology. It is a work that keeps very strictly to its subject. There is, for example, but one reference to Jung, and none to Adler. The writer claims to have "but the most ordinary literary facility." That is not a matter of great moment in a work of this kind. Clearness of exposition is enough. But on the very page where this appeal for disarmament appears is an allusion to certain very popular words on scientific subjects, handled with very considerable "literary facility." It is handled, moreover, if not maliciously, in the English sense, at least with a touch of what the French call "*malice*," a word not fairly to be transliterated. The author, in effect, asks for our thanks for this at least, that "the last chapter is not devoted to proving the most fascinating thesis that God is a Psychologist."

However, the work, as we have suggested, is serious, practical, scientific. Its "standpoint," as the sub-title explains, is that of the London School, i.e., of Spearman and Aveling. More especially, it is that of Spearman, the psychologist of the "school to end schools," the supporter of the "g" theory, "g" being a factor of general existence in all types of intelligence, however much may be allowed for the special abilities connected with different types of intelligence. With Spearman one postulates this "g" or with, e.g., Thorndike, one doubts its existence. But in that a science of psychology is now in being, that discussion will sooner or later be ended by the evidence of observed facts. Meanwhile, to make a side-step, observed facts have decided that: (1) Waterloo was not won on (or as a result of) any playing fields; and (2) That Shaw's Revolutionist's Handbook was essentially right in saying: "No man ever learns to do one thing by doing something else, however closely allied the two things may be." The revolutionist is educationist.

R. J.

BOTANY

HANDBOOK OF BOTANICAL DIAGRAMS. By BLODWEN LLOYD, Ph.D., M.Sc. Size 12 × 8 in. Univ. of London Press. 8*s*. 6*d*.

THE excellent botanical sketches contained in this book are based upon diagrams supplied to his students by the author as lecturer on the subject in the Royal Technical College, Glasgow. They are admirably adapted to facilitate the study of plant life; and although specially intended for the use of various university students they should prove so generally useful that we commend them to the notice of all teachers and students of Botany. The four dozen large plates contain a large number of very clear sketches, most of them drawn directly from specimens, dealing with the forms of the various plant organs, the detailed anatomy of these organs, and the reproductive organs both of flowerless and flowering plants.

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THE EDUCATION OUTLOOK

Honorary Editor: FRANK ROSCOE

Autumn 1936
Volume XIII, No. 3

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FALLING BACK

RECENTLY a writer in the *Daily Telegraph* described the opportunities now available for women scientists in various branches. After stating that high qualifications are necessary for success, the writer added: "If a girl's hopes of a scientific career outreach her grasp, that is to say, if she achieves a lower standard in her degree examination than she had hoped for, and finds it hard to get into an industrial firm or government laboratory, she can, given the right temperament and aptitude, fall back on science teaching as an alternative career."

In this passage there is matter for consideration on the part of all teachers who respect themselves and their calling. It is good to find that the writer suggests that aptitude and the right temperament are wanted before the disappointed damsel falls back on teaching as an alternative to the career of her first choice. It is to be feared that in practice these attributes are ignored, and that the chief consideration is to find an occupation which can be entered without special preparation and at little or no cost, while offering the prospect of immediate earning and an ultimate pension.

As things are, teaching is an occupation of this kind, and it would be interesting to learn how many of those now engaged in our public schools and secondary schools originally desired to enter the Civil Service or one of the recognized professions, and found that their desire could not be fulfilled, either from lack of money or failure to achieve success in an examination.

Doubtless some of those who have thus fallen back on teaching have also settled down and attained a measure of success. But there are others who cannot refrain from looking back and feeling that their present work is beneath them. Usually it is beyond them, for teaching demands enthusiasm, and a disgruntled person should have no place in a classroom.

Nor should the work of teaching be treated as an easy alternative to more exacting occupations. Those who become teachers should be required to prove that they are fully equipped in respect of attainments, professional training, and personal attributes. Until this becomes the established practice we cannot properly describe teaching as a profession nor expect that those engaged in the work will receive the recognition which is their due.

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Executive : THE TEACHERS REGISTRATION COUNCIL

Readers are asked to note that although the EDUCATION OUTLOOK *will contain in every number a record of the Royal Society of Teachers and of the proceedings of its Executive—the Teachers Registration Council—these bodies are not responsible for the views expressed by the Editor or by contributors and correspondents.*

DURING the summer vacation the Council held no meetings, but it is understood that informal conferences with the Board of Education are proceeding with the object of exploring the possibility of giving some professional advantage to Registered Teachers. It is to be hoped that an acceptable scheme will be found, for no professional Register can be maintained indefinitely on a voluntary basis. It is fair to assume that Parliament had some purpose in view when authority was given for the establishment of a representative Council of teachers, with authority to form and keep a Register. Such a Register has been formed, and the time has come for using it.

The possible use of the Register is twofold. It may help to promote and serve to symbolize the essential unity of all kinds of teaching work. It may also help the public and its representatives in choosing teachers, for in all professions which deserve the name the official Register serves to mark off the recognized and qualified practitioners from those who are not qualified or not recognized.

Members of the Council heard with great regret of the death of Mr. W. R. Anderson, one of the representatives elected by assistant masters in grant-aided secondary schools. He had been a Member of the Council for twelve years. In accordance with the Privy Council Order, Mr. Anderson is succeeded for the remainder of the present quinquennial period by Mr. J. S. Davies, M.A., an assistant master in the Harrow County School. Mr. Davies was the highest non-elected candidate when the poll was taken in 1932.

Other changes in the Council result from the appointment of Professor W. M. Williams to succeed Professor Olive Wheeler as the representative of the University of Wales, and of Professor Brian Stanley to succeed Professor J. H. Nicholson as the representative of the University of Durham. These changes will also be valid till the end of the present quinquennial period, that is, until June, 1937.

At the beginning of September, Mr. R. A. Spencer, M.A., entered upon his duties as Secretary in succession to Mr. Frank Roscoe. It is arranged, however, that Mr. Roscoe will act in an honorary advisory capacity during the next few months. Letters and other communications on Council business should be addressed to " The Secretary."

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FROM THE OUTLOOK TOWER

LEAVING AGE PROBLEMS

IT is to be hoped that the Board of Education will not delay the preparation for the developments which must follow the raising of the school-leaving age three years hence. The period is all too short for making the necessary provision of buildings and staff. There should be a thorough revision of the curriculum to be followed by pupils in the new senior schools and a consequent modification of the work expected in the earlier stages. Beginning with a full provision of nursery schools where these are required we should have schools for infants wherein the work of formal instruction is subordinated to the training of children in social behaviour and good bodily habits. Thereafter and up to the age of transfer to the senior school the pupils should have plenty of drill in the tool subjects of reading, writing, and modern arithmetic. At this stage children are ready to work on repetition tasks without troubling themselves about reasons. Carefully ordered drill will make them proficient and prepare them for the stage of rationalization which comes later and governs the procedure in the senior school. At every stage there should be more stress on knowledge than on "subjects." Training in discernment and in critical judgment is more important than imparting facts for reproduction on examination scripts.

STAFFING

MANY difficult problems will attend the recruitment of a staff of teachers able to achieve the purpose of the new education. The senior schools now rank officially as public elementary schools, and the teachers are paid accordingly. While this state of things endures the well-qualified teacher will seek a post in a secondary school, where classes are smaller and salaries greater. The anomaly might be removed by ranking the senior schools as secondary, but this is an expensive way out. The more logical plan would be to have a basic scale for all teachers in grant-aided schools, with additional payments to individuals who are doing work of special responsibility. There is no valid reason for paying to a highly qualified teacher in a primary school a salary lower than is given to a less qualified teacher in a secondary school. The former may be teaching pupils older than those of the latter. This practice of regarding the public elementary schools as purveyors of cheap education should be stopped. The work of these schools is now of far-reaching importance to the community, since their pupils can go on to secondary schools and universities. Apart from this social consideration it is to be remembered that the primary stages of education are at least as important as the later ones.

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EDUCATION AT BLACKPOOL

THE British Association meetings at Blackpool were well attended and full of interest. Section L (Educational Science) had audiences larger than any of the past ten years. Education came into prominence in other sections also. This is an interesting development in the work of an association for the advancement of science. It is becoming necessary to ask ourselves whether science is to advance only in laboratories or whether it should not advance also in the mind of the community. The results of scientific research have brought about a vast increase in man's power over his environment. Rightly used, this power will increase the happiness of the world, releasing men from arduous physical labour and ridding them of the fear of poverty and other remedial ills of body and mind. Wrongly used, the power will serve only to make warfare more terrible, and we shall witness the grim tragedy of nations bent on destroying each other. The right use of scientific discovery is not the immediate or chief concern of those engaged in research. It is the vital concern of the community and therefore a knowledge of scientific method and of the applications of discoveries must be imparted in our schools. We must eschew the false division between "science" and the "humanities" and bring the two into harmony.

WHAT IS SCIENCE?

THE position of science in our schools and universities was strongly criticized in a brilliant address by Professor Lancelot Hogben. He said that although some progress had been made in the teaching of physical science there is nothing to justify complacency about the introduction of biology. The type of instruction imposed on schools by university specialists was just as academic as the old mechanics. It had few, if any, explicit contacts with the social applications of biological discoveries, or with the everyday experience of children brought up in congested urban centres.

Professor Hogben urged that Local Authorities should be induced to pay less reverence to Honours degrees. Some of these are suitable only for chemists and electricians in industry or biologists in museums. It is for the educationist to challenge the claims of the narrow specialist. The problems of a post-war world demand nothing short of a transvaluation of all educational values.

The whole of this address should be pondered over by all teachers. It is given in full in the issue of our contemporary *Education*, dated October 2nd, 1936. It is a welcome and timely protest against the practice of treating science as a range of separate subjects, each reduced for school purposes to a kind of abstract grammar.

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PHYSICAL TRAINING

THERE are signs that a national effort is to be made with the aim of improving national physique. The Minister of Health, Sir Kingsley Wood, has shown himself to be a man of energy and vision. The President of the Board of Education, Mr. Oliver Stanley, has the same attributes, and together they may be able to achieve something worth while. But they will have to remember that physical exercises, organized games, and a programme of talks on personal hygiene will not serve their purpose if children are ill-fed, ill-housed and ill-clothed. The seeds of bodily ills are often sown before the child comes to school. It is a cruel jest to preach bodily cleanliness in a school which has no facilities for washing even the hands. There are hundreds of public elementary schools where the lavatory accommodation is of the crudest kind. The school buildings are often drab and ill-kept, presenting no standard of hygiene. The playgrounds are cramped and wholly unsuitable for games. The physical welfare of the next generation will not be greatly advanced if we are content to put a kind of veneer on adverse early surroundings. National health is of a piece and its improvement will demand extensive measures.

RURAL SCHOOLS

AT the British Association Sir John Russell, Sir Daniel Hall, and Mr. Henry Morris were among the chief speakers in a discussion of rural education. Much disquiet is felt concerning the fact that village children tend to migrate to towns, and it is urged that the schools are partly responsible because the curriculum is not linked sufficiently closely with the everyday experiences of the pupils. It is also suggested that the centralized senior schools should not be placed in towns, since this means that the village children are urbanized even in their school-days.

In these arguments there is much that is valid from the educational standpoint. Every school, town or country, should do something towards explaining to children their everyday surroundings. But the chief reasons for the migration are social and economic. Village life has no great attraction, specially in the winter months, whereas even a small town has a picture-house, shops, and some measure of liveliness. The economic inducement is revealed in the reply said to have been made by a boy who was leaving school and refused work on a farm. He pointed out that his elder brother had a job in the neighbouring town which brought him fifty shillings a week, whereas his father had been working on the farm for forty years and yet received only thirty shillings a week.

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OVERLAPPING

AN alliance between the Health Ministry and the Board of Education is to be welcomed, but it will leave many anomalies still in existence. Education is the concern of too many departments of State. The Home Office, War Office, Admiralty, Air Ministry, and Labour Ministry are all taking some part in training young citizens. The Board of Education deals mainly with the orthodox grant-aided schools, but does not take part directly in the management of grant-aided universities.

All this brings about a waste of money and of administrative effort which might be avoided by setting up a Ministry of Children and Young Persons, charged with the oversight of all that concerns the welfare of the coming generation. This ministry should undertake all the duties of the present Board of Education and take over the similar duties now undertaken by other departments. It would also take official cognizance of the work of independent schools, bringing all that are efficient into the national system of education, and making it impossible for charlatans to conduct schools anywhere.

The future of the country depends on the extent to which its people can be trained to exercise their functions as citizens. We must not turn them into robots, meekly saluting the name of a Dictator, but we must enable them to be strong in body and independent in mind.

THE BROTHERTON LIBRARY

THE University of Leeds is to be congratulated on the acquisition of a magnificent Library, opened on October 6th by the Archbishop of Canterbury. Built at a cost of £120,000, the Library is the gift of the late Lord Brotherton, a munificent benefactor of the University and himself a collector of rare books and manuscripts. He bequeathed to the University a sum of £100,000 and his representatives have given his valuable collection as an addition to the Library.

In the issue of Autumn, 1935, these columns contained a note of criticism of the negotiations relating to the offer of the Brotherton Collection. The criticism was resented by an officer of the University, who sent a pompous letter of remonstrance which he discreetly marked "Private," thereby preventing its publication. When challenged on the more absurd statements in his letter he declined to reply. In this he was perhaps wise, for he would find it difficult to explain or justify the early treatment of the offer of the Brotherton Collection. A University should be able to see the value of such a gift and be ready to spend freely in giving it a suitable home. The Archbishop said wisely that the Collection would "give a training in excellence." It may be that our self-inflated correspondent regards such a training as superfluous in Leeds. We cannot agree that it is superfluous anywhere.

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PICTURE TEACHING

By Eric Clayton Jones

HAVING used an epidiascope incidentally in teaching for several years, the writer decided a year ago to plan an entire syllabus in history and geography, with the object of making every lesson a " picture lesson."

Although this involved considerable work at first, the venture has been well worth while, and something has been learnt from the mistakes made. In the beginning an attempt was made to take the lesson and show the pictures at the same time, but after a brief trial it was found more practicable to use the pictures in the form of lesson summaries, showing ten or twenty to illustrate the main points after each lesson.

The majority of the pictures were obtained from textbooks, periodicals, newspapers, postcards, and advertisements, and mounted on strong cardboard, notes being written underneath where necessary. A summary of the lesson was also made in each case, and written on white cardboard in coloured inks. When preparing the lessons, each set of illustrations were numbered, and placed in a strong envelope, together with the notes on the lesson, in the margin of which reference to the pictures was indicated by their number. In this way a glance down the margin shows at once the points which the teacher had in mind when that picture was included, and nothing is overlooked at the time of projection.

The lessons were given in the normal manner, but ten minutes were allowed at the end of each for pictorial recapitulation. A great advantage of the scheme was discovered when the time came for revision. This merely consisted of running through the pictures of the term, together with the prepared summaries, and spending a moment on each. Both teacher and taught found this much more interesting and effective than notebook revision, and there was a surprising economy in time, for many pictures can be shown in a brief period.

It is not always easy to find at once pictures which just fit in with the lessons' sub-headings. At first one has to do the best possible, but from time to time just the right illustration comes to hand, and, if mounted and substituted in the appropriate envelope, a very effective collection is soon made. Children prove enthusiastic (if indiscriminate) picture scavengers, and it is a splendid thing to let them feel that they are contributing something to the lesson. Those teachers who possess the necessary artistic ability are fortunate in being able to do their own illustrations, which is, of course, ideal. In lessons on local history, and in geography, too, the epidiascope opens up new possibilities for the

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teacher's camera. A picture made by the teacher always has a special interest for the class.

An occasional pictorial test proves a welcome variation from more stereotyped methods. For this a picture is thrown on the screen about which some question is asked. The children answer on paper, the lights being switched on a moment for that purpose. Periodical general knowledge and observation tests given on these lines in " Optional " lessons, and including as large a variety of pictures as possible, are always popular.

Among incidental work with the projector, " In the News Last Week " is the title of a useful series which the writer has run for over a year. The children contribute the pictures cut from papers and mounted at home. The result is twofold: they search the papers for matter of general interest, and they have presented to them every week a synopsis in pictures of the world's most interesting happenings. Much news can be packed into a short time in this way, and the review stimulates their interest in world affairs.

In English teaching the projector may be utilized to encourage the preparation and delivery of little lectures by the children. The subdued light, and the bright picture illustrating their remarks, together with the fact that *everyone is looking at the screen, and not at the lecturer*, helps them over their self-consciousness, and they soon become confident and fluent. Work in the English lessons—in preparing subject matter—and the Arts and Crafts lesson—in preparing and mounting the illustrations—are thus brought into useful correlation.

As an amateur photographer the writer has made a point of taking snaps of all interesting school happenings. Football and cricket matches, sports, prize givings, the leavers, the gardens, P.T. demonstrations, the swimming class, the woodworkers and their models, all provide scope for the camera. A print of each is mounted, an explanatory memorandum written on the back, and placed in the school snap-shot album. The inevitable wet games period has its compensations when these are projected.

Among its other numerous uses the epidiascope's value as an aid in making enlarged diagrams for blackboard or mural use must not be forgotten. Simply projected on to a sheet of paper, and focused to the required size, it is a moment's work to run round the outline of the picture with pencil or crayon to secure an enlarged replica. Charts, maps, science diagrams, art designs, etc., can be produced quickly and accurately by the most inartistically inclined.

Considering the tremendous aid the instrument can give, and the freshness and interest its use can infuse into lessons, one is tempted to say not, " Get an epidiascope the moment the school can afford it," but, " Get an epidiascope—the school cannot afford not to afford it."

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THE HOMEWORK PROBLEM

By W. F. GOSLING

THE Homework Problem arises not so much because the children do work in their own time after school (the time recommended by the authoritative bodies cannot be called unreasonable), but because they spend much more time than is intended by their teachers upon their homework tasks.

If we ask why, we shall probably find that the answer lies in the fact that the children have become homework-conscious. By this we mean that children have come to regard homework as the panacea for all the problems with which they have been faced during the day. Has a problem in geometry, as explained by the teacher, been too difficult or too irksome to understand in school? It can be faced in the more leisurely atmosphere of homework. Has the explanation of some construction in Latin missed its mark in class? It can be faced more expansively in the home.

The consequences of this attitude of mind are shown in two directions. One type of child will be induced by it to "slack" in school, with the subconsciously avowed intention of making up for lost time at home; while the more earnest, but not too intelligent child, will not feel the urge to concentrate before the teacher, under the conviction that all problems will be more comfortably solved in the leisure of privacy at home.

However the problem has arisen, it can be fairly said that the trouble lies rather with the child's attitude than with the authorities, and any solution of the problem must start from the child's point of view. Some modification of the Dalton Plan will go far towards providing such a solution.

The essence of this Plan is the transference of the initiative to the child, and the inculcation of the idea that there can be as clear a goal at which to aim in a sustained period of private study as there is in actual class-work. When the teacher has set the private study task to be done over a prescribed period, it is left to the child to decide when, how, and in what proportion the task shall be done in the given limits of time. It is this factor of initiative which should be brought into play: to ensure its inclusion the following procedure is recommended.

The morning of the school day shall be devoted to class-work. The afternoons shall be given to the children for private study: they will have definite quotas of work set them by their various subject teachers, for a fortnight's private study. They will be free on any afternoon to work at whatever task they wish and in whatever subject room they will,

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and they will be supervised by the subject teacher, ready to give help and advice. The only condition made will be that all the tasks set must be finished and handed in to the respective teachers by the end of the fortnight.

How will this system supply a solution to the Homework Problem? In the first place the child will see the possibility of finishing within the four walls of the classroom what before he had inevitably relegated to his own room at home. But such a possibility will only be realized by rigid concentration in morning class, when explanation and instruction is given by the teacher; for, although the teacher will be prepared to give help during the afternoon, time will, from the child's point of view, be inexorably exhausted by such reduplication. In a word, it will not pay to "slack."

It is not claimed that the scheme will abolish homework: there will be a certain amount still for the slower pupils; but it will be easily controlled by them. The intelligent scholars, on the other hand, will have their evenings free to develop whatever interests they follow. The scheme, again, will give the head master a chance to keep a check on work set, because obviously it will be easier to control quotas set once a fortnight than the innumerable preparations at present allocated every night of the school week.

There are other advantages of such a scheme. In the first place, it will make possible greater individual attention for the children. Further, it will give the brighter children a chance of more rapid progress, for in their case the fortnightly tasks can be made to cover more ground. The value of such a result can only be measured by those who realize that the pace of a class is usually regulated by that of the slow. Again, the teacher will have a better idea of the difficulties presenting themselves to the children by the number and tendency of the questions he will be asked during private study time, and, as a result, will be able to regulate more usefully and more scientifically his teaching in the morning. Lastly, the child will by this method be given his first taste of responsibility.

The difficulties of the scheme are apparent. In the majority of schools classes are at present too big to allow of its smooth working; for its essence lies in the proviso that the child shall be allowed to move about without being confined in the usual atmosphere of the classroom. Smaller classes are needed, but smaller classes mean more teachers. Again, in many schools classrooms are not big enough for the adequate working of the scheme; many, again, have no subject rooms.

But the problem is a difficult and pressing one; questions of adaptation and expenditure should not be allowed to weigh too heavily in the balance.

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BROADCASTING

SOME EXPERIMENTS AND CONCLUSIONS

By J. W. THOMAS

RECENTLY I introduced broadcast talks into geography and history, in which subjects I specialize. I have attempted to estimate the claims made for broadcasting: its limitations, and the best use to be made of the material broadcast.

Initially my chief difficulty was to arrange a suitable room for clear reception. This was achieved by dividing a big room, sufficient for two classes, by means of six-feet screens, and curtains draped from the ceiling. Where the pupils cannot hear every word easily and distinctly strain is felt, leading to irritation, restlessness, and to postures both hygienically and mentally bad.

EXAMINATION OF CLAIMS

Claim I. *Broadcast talks stimulate the imagination.*

This claim I found extravagant; indeed, only a catch phrase.

Apparently it was thought that the mere presence of the instrument and the disembodied voice would produce a mental stimulus which other means did not. Imagination is the re-association of ideas into new patterns; but the child is doing this normally in lessons where the wireless is not introduced.

Stimulated imagination demands the awakening of interest, a clear statement of initial ideas; and finally some mental exertion as the result of invigorated interest. At first the novelty of hearing lessons by means of wireless did stimulate, but with growing familiarity with this means of transmitting ideas, the stimulus was not greater than is normally expected from pleasant talks.

Similar interest and even greater effort can be aroused in ordinary lessons. During a lesson particular points may be stressed and repeated, whereas the level run of a broadcast talk does not permit this.

Claim II. *Broadcast talks give valuable training in listening.*

Interest is the basis of attention, and attention is the basis of good listening; hence interest alone determines the quality of the listening.

This suggests that the above claim is invalid. If a talk is interesting the children listen. Otherwise they may rivet their physical gaze on the loudspeaker while gazing mentally in all directions.

The fact that questions will follow the talk may lead to closer attention, but this is true of normal lessons. The pupils know that careless listening will lead to confused ideas, with no opportunity of asking what has been said.

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The results of my experiment do not suggest that broadcast talks give any special training in listening.

The Problem of the Backward Child

I found that the matter of the talks suited the intelligent child rather than the backward. No child can be expected to retain all the ideas presented, but the steady flow of ideas is too much for the mentally lethargic.

On examination of these children, I found that a confused general idea obtained. The confusion was due to trying to follow and retain a close succession of ideas. In ordinary lessons their difficulties can be cleared progressively.

In my opinion broadcast talks are of little value to even slightly retarded children; their time is better occupied in other ways. An exception is the dramatized version of history, where the atmosphere was felt, although the subject matter was often forgotten.

Note-taking

Careful listening and note-taking are expert adult accomplishments, demanding a division of attention even where the process of writing is automatic. Children have not reached that stage of mechanical proficiency; thus it is better if they avoid note-taking. It certainly interferes with good listening by bringing in a secondary activity.

At first I encouraged the writing down of salient points or phrases and words that required explanation, but when this is done the pupils, especially the slower ones, look up with a questioning air as if asking what has been said.

I found it better to depend on the memory. Points of difficulty can be elucidated at the end of the talk. Sometimes I take down notes or phrases which I think it necessary to explain.

Travel Talks

The school syllabus for Class V (age 11), consists of a study of Europe, and the travel talks provided an excellent adjunct.

These talks I consider the finest contribution broadcasting makes to the elementary school. To hear a good narrator give his own impressions of the country through which he has travelled is second only to a talking film in value.

Although I have read to the class extracts from travel books dealing with the country under study, I find that such reading lacks the glamour of actual experience. Even if pictures are obtained they are generally much fewer and of poorer quality than those included in the " talks "

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booklet. Each child is provided with one of these from school funds, and it becomes his property on the payment of one penny.

At first I took the talks as the basis of the weekly geography scheme. We listened to the talk, and in the subsequent lesson I developed the ideas it contained. This proved unsatisfactory, because the work done was insufficient to cover the syllabus.

Since the talks aimed mainly at providing vivid material to illustrate facts and principles dealt with in class-room practice, but in effect were chiefly concerned with human activities, the physical conditions were neglected under this method.

The next method adopted may be illustrated by the treatment of later talks.

In the first lesson the structure of Spain was outlined—the main physical features—and the main routes and cities inserted on a blank map.

Then the climate was briefly dealt with, illustrating the differences in temperature for summer and winter on the Meseta, while deducing the Mediterranean conditions for the remainder of the country.

When the talk was heard the pupils were already acquainted with the places named, the routes, climatic conditions, etc. Thus the talk gave verification of the previous lesson, while the previous lesson on the physical aspect illuminated the talk.

Together with the purely economic aspect the tales of the people's habits—" river full of washing," " living in the chimney place," etc.—gave reality to the sometimes too factual description.

The talks on the Huertas of Valencia and Spanish Galicia were treated similarly. Thus the outline of Spain was covered in three weeks.

Additional interest came from the references to Don Quixote, Sir John Moore at Corunna, and the Moorish relics of Galicia.

To get the full value from these talks the reading lessons were devoted to Cervantes and Don Quixote, while pictures illustrating Moorish culture were collected.

From Spain the talks diverted to the Lower Rhône. Here a striking contrast was seen: vineyards, flamingos, black bulls, and white horses —to Marseilles and the importance of the Rhône port. On again to the Plain of Lombardy, Rome and Campagna, the Bay of Naples, where the story of George climbing Vesuvius was excellently done, to the Dalmatian coast, Albania, and Greece.

This series of talks illustrated the diversity of Mediterranean life as no text-book could. The result was excellent; the children, having a thorough grasp of the geographical factors, imbibed a living interest in the subject.

After each lesson the chief places mentioned were placed on the blank maps, as were the products.

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In the note-books, records of these products were made, the predominating customs listed, and the diagrams pasted into the books of those who purchased the copies. The poorer children received the pamphlets gratis.

The written examination proved the value of the course, better results being obtained than ever before. Frequently such ideas "*oaks and pigs in La Mancha*" fixed the idea of the country's products.

Eastern and Northern Europe were studied in similar fashion.

The Monsoon Lands (Class VII)

The course consisted of thirty talks on India, China, Japan, and Indo-China and the East Indies.

To compare the respective values of the method the first section, India, was taught without recourse to listening; the following scheme of lessons being adopted.

Physical Basis :—

1. Physical Features in general: (1) The Highlands; (2) Plains—Indus, Ganges—Lower Burma.
2. Climate: (1) Angle of the sun's range; (2) Influence of the sea; (3) The Monsoons; (4) Height of land.

Resources :—

1. Vegetation and Agriculture: (1) Forests; (2) Deserts and dry steppe lands; (3) Hot grasslands; (4) Cultivated land.
2. Agricultural Products: (1) Cotton; (2) Rice; (3) Tea; (4) Jute; (5) Wheat; (6) Millet; (7) Sugar; (8) Rubber, etc.
3. Pastoral Industries.
4. Mineral Wealth.
5. Manufactures.

Communications :—

Trade and Sea Ports. Exports and Imports.

In contrast the talks developed upon a different basis, e.g., China. (1) The Great Plain of China; (2) The Dry North West; (3) The Lower Yangtze; (4) Red River Basin of Szechwan; (5) Southern China.

The first method developed the physical and economic basis of the geography study. Step by step the physical foundation was analysed and built up, the connection of products being a natural corollary. This systematic study of human relationship with physical factors was summarized by means of synthetic maps drawn upon transparent paper: (1) physical features; (2) temperature; (3) rainfall; (4) productions; (5) population. Thus by placing one map upon the other the relation to cause and effect was shown—e.g., the temperature map upon the physical feature map—the curves of the isotherms being determined by the height of land.

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Yet this method may lead to an over-rigid expectation of cause and effect, omitting man's part in overcoming his environment. The fact that large regions of the Indus are fertile seems to contradict our first principles. Therefore we must explain the importance of the Sukkur Dam.

Similarly the important aspect of the culture and habits of the people; their homes and modes of living; and in short a great portion of the dramatic aspect of the subject has to be omitted.

The question arises as to whether it is desirable to develop scientific geography in the elementary school. To do this at the expense of the human study is wrong. In the teaching of geography we must aim at understanding human societies; their differences and similarities; and finally the dependence of the respective societies upon each other. In dealing with remote countries the most that one can hope for is a full picture of human conditions.

This was not entirely neglected, for I read travel accounts of the different parts of India—Younghusband, Smythe, and Ruttledge on the Himalayas, etc.

The development of the talks, however, differed slightly from the travel talks on Europe, and in my opinion approached more nearly to the lesson, the aim being to give a clear and vivid picture of: (1) the physical conditions; (2) the related human activities; (3) the contrast between various countries; (4) the differences between Hindu, Chinese, and Japanese societies.

In a talk of twenty minutes the physical basis was somewhat sketchily done. Perhaps this criticism by the pupils was due to the absence of statistics which in the previous course on India had been given with a view to helping their estimates of climate.

G. B. Barbour's talk on The North China Plain dealt with: population of the Hwangho delta-plain; shifting river courses, poor drainage; cold dry winters, hot summers with unreliable rain; famine from droughts and flood; foods—kaoliang, millet, maize, soya bean; village and farm life; higher roads and waterways; the Grand Canal, Peiping; and the walled cities of the plain.

This scheme gave a comprehensive picture of the area, from the climate to the historical part of its geography.

The presentation of the changing East, comparing the new with the old, was an excellent feature. The importance of the New East proved fertile material for discussion, and some training in the understanding of world affairs. One result was that much time in the lessons on history was devoted to discussions on the future of the East. Newspaper articles were brought and the pupils showed great interest in the problems.

This interest may have been stimulated by reading of war scares in the newspapers or by hearing parental discussions. On examination,

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however, it was found that the interest was mainly the result of their own reading.

It may be argued that children of this age are not qualified to pass judgment upon complicated matters, but in my view any interest in such problems is valuable. Geography teaching which arouses speculation among the pupils, explains how problems arise, and points out possible solutions, is fulfilling its function.

To supplement the talks, newspaper articles relating to the various subjects were collected and pinned to the walls for general perusal. Additional material was also found in the evening talks. Pupils were advised to listen to Mr. Peter Fleming's talks on " People and Policies in the Far East," and for those who were unable to listen the printed talks in *The Listener* were available for class reading.

A feature of these talks, which was an improvement upon the Travel Talks, was the inclusion of maps in the talks pamphlet.

A careful study of the physical aspects of the area was taken in the geography lesson previous to the talk. It was always found that the more effective the work prior to the talk the greater was the value of the talk. But to get the full value the remaining twenty-five minutes or so of the period must be devoted to exercises on the region dealt with. The time was short, but use was often made of the material as themes for composition. Where the work was not completed in the time allowed, it was finished at home.

It was found that immediately before and after the lesson the illustrations must be carefully examined. These illustrations were excellent as aids to the forming of visual pictures of life in the area.

Thus, when the study of the area was completed, the pupils had a picture of the local scene, the underlying physical conditions, the customs and habits of the people, and culture, the economic and human problems, and finally the relations of the area to its neighbours, and its relationship to the world affairs. The immense variety of life in the East was revealed, a feature which is often lost in the study of large physical units.

World History

That there is in the last two years of school a need for a review of world history, I agree. With this in view the course was taken.

In thirty weeks it was attempted to survey the changes in the world from the Age of Discovery until to-day. I found that it was a task too great to be done well. The result was only a sketchy outline of important movements.

Where a teacher is allowed only two history lessons a week of one half hour each, it is not possible to give the story of such an episode as the Industrial Revolution in one lesson. The impression was given

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that such events were over and done with. This is bad, for history teaching must develop the sense that changes are gradual processes. Otherwise a distorted political vision may result. The main trend of events leading to the great change must be followed if we are to have correct perspective. Similarly the results must not be neglected. In the scheme of talks important links in the history of mankind were ignored.

The effectiveness of dramatization was adequately proved. Incidents in the lives of Washington and Robert Owen revealed at once the nature and character of the men, and the nature and character of the times. During these talks history was lived with an insight into the past which is surely one of the aims of history teaching. It would be interesting to see the effect of a history course entirely based upon dramatization. Historical poems are also valuable as a variant of the dramatic method.

The advantage of obtaining the help of Sir James Jeans was evident. Here was a man whom the pupils knew and admired. Admiration and implicit trust ensured an effective talk. The three Eastern students who spoke also helped in the making of real history.

The suggestions for further work were also useful. They formed the basis for recapitulation and exercises. But the time at the disposal of the teacher is almost always too short for the work suggested.

Summary and Findings

The aid of an expert is invaluable. As specialization increases, and as no teacher can confine his work to one minute aspect of learning, the expert will be increasingly in demand. Filled with enthusiasm for his subject he transmits that enthusiasm in some degree to the listener. His freshness and the presentation of recent data serve to stimulate classroom interest.

Under the influence of broadcast talks the pupil's attitude to knowledge is rapidly changing. No longer is learning considered to be an imposed grind. It is seen to be the life work of famous men. Knowledge has value so great that the most learned contribute to the pupil's store of ideas. Slowly but surely the barrier between the world and the school-room is breaking down. Learning is seen as a preparation for life.

That the technique of presentation in broadcasting is at present wholly satisfactory, I cannot admit. A lesson is the interplay of mental activity between teacher and class. Although it may be thought that there is activity in the child's mind while he listens, there is no certainty on this. If the talk is regarded simply as the presentation stage of a lesson, I think it a bad method of presentation, for in every lesson there must be the constant exchange of question and answer, one leading to the other. The only alternative is a thorough preparation of pupils beforehand, with a thorough revision afterwards by means of blackboard summaries,

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and oral and written exercises. To accept the talk as a thing in itself is only a waste of time.

The problem of fitting in the talks is not easy. Only where the headmaster is willing to help can it be solved. Provisional time-tables are not approved by inspectors nor welcomed by other members of the staff whose routine may be upset by the demands of the specialist.

Further, the talks vary from year to year, and no standardization of scheme is possible. Headmasters desire that a fixed scheme shall be projected, so that as a pupil passes through the school he will be taught systematically. By listening to talks which do not fit closely into the general scheme of work for the school, pupils may fall behind. Those responsible for the Broadcast Talks to Schools should aim at providing schemes of talks for a reasonable period in advance—say three years. Head teachers could fit these into the general scheme, while building around them to ensure a coherent body of knowledge.

Those who are unwilling to adjust their existing schemes to those offered by the B.B.C. may use single talks on occasion. This, I think, is of little value. The talks are knit together with a definite objective, and, if used at all, the series should be taken.

In conclusion, although I have found the talks helpful, interesting both to pupil and teacher, and generally effective, I am not satisfied with the technique; the lecture has not yet been moulded into the lesson.

A BOY'S ARITHMETIC

MR. FRANCIS BERRY, of Smithills, Bolton, sends the following story: A boy who had learnt simple multiplication was kept away from school by illness. After some weeks he returned. By this time the class was learning compound multiplication and the boy was confronted by the problem of multiplying 7*s.* 9*d.* by 26½. He arranged the sum thus :—

s.		*d.*
7	—	9
		26½
47	—	4½
158		
205*s.*	—	4½*d.*

Knowing nothing of fractions, he brought down the half, and then proceeded as in simple multiplication. Oddly enough the answer was correct. Why?

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THE PRIVATE SCHOOL TEACHER

By HIMSELF

SCATHING articles on Private Schools and their staffs appear in our press with monotonous regularity. From such a report as that there are "400,000 children being taught in these schools, of which the Board of Education has no details," given in an educational journal of good reputation, down to the plain details of a conviction for negligence in the police-court column of the ordinary "daily," all seem to unite in stressing the worst side of the case. It is admitted that there are good private schools, but on the whole the other side is ignored.

Having now taught for some time in a private school and mixed with other teachers in similar schools, I am led to attempt, not a reply to criticism, but rather a report of my conclusions drawn from experience. Let it be clear at the outset that I am concerned with the teacher, his type, his character, and his work, not with private schools in general, with the defence of the man and not of the system.

What sort of a man is he? Well, consider it from this point of view. There are numbers of teachers unemployed; they have been trained in Universities and Training Colleges at considerable expense, and, as in my own case, often at considerable parental sacrifice. They realize that they must teach or starve, for a degree or diploma is not of much avail for anything else at the age of 20 to 25. Trades are filled with trained men who have served years of apprenticeship, and other professions are stocked with persons trained in their own particular arts.

Hence the private-school Principal, who is entirely responsible for staffing, can pick and choose from men who are every bit as good as those in State-controlled schools. He staffs his school, therefore, with trained men, and does not forget to say so in his advertising. With one exception, a well-justified one, my own colleagues and friends are graduates trained and fit in every way, the type of men who are found in State schools.

In State-controlled schools the staffs are appointed by committees who also order dismissals, usually for very serious reasons only, protection being afforded in many ways. I have no protection whatever; my appointment and dismissal rest entirely with my Principal. It is obvious that in any situation due regard must be paid to the opinions of superiors, but one may still preserve and maintain one's own views. The private school embodies one man's opinion, and no member of the staff may differ. He may not incur the wrath of the Principal without risk of dismissal, with no possibility of redress, except perhaps by protracted legal procedure, which he cannot afford.

Arising out of this come his relations to the parents of his pupils. Education has to be marketed in a private school. The parents are

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buyers, and there may be strong competition from similar schools. Parents can demand what they will, and unless they get it may remove their children. Then the school is finished. Hence progress is continually being hampered by absurd demands. John must take this subject, James must drop that, and probably both must later reverse the procedure. There are not enough sports, there are too many sports, and so it goes on, a never-solved problem. Obviously, it never can be solved, for no two parents do, or for that matter have any reason to, think alike. It is true that many of them never bother the school at all, but a dozen cranks can cause no end of trouble. The sufferer is the teacher, the Principal being a kind of buffer state.

Now, let us consider what, or rather whom, the private-school teacher teaches, and how he does it. Taking the persons first, we find that most private schools are hampered by a serious clog of backward children who cannot get into good State-controlled schools. The private school cannot afford to reject them, and then every one has its collection of hopeless cases, but they have to be taught. The dullard must have his full share of the daily dose of everything, or parental questions will follow. By way of compensation, this makes one appreciate the brighter pupils and strive harder for their advancement. The conditions under which this teaching is done can be described in a few words. Equipment is generally meagre for financial reasons, classrooms are often unsuitable, and economy holds everybody down tightly.

Under such conditions must our poor subject work, and produce such results as will keep trade going. Briefly, he must accomplish the same as his more fortunate brother and late fellow-student, whom Dame Fortune has placed in a State school. I think of my matriculation year, the work I did without any protest from parents against "overwork"; the books I had in plenty; the straightforward "take-it-or-leave-it" lectures in class. I compare this with how I teach and train my own matriculation pupils, with continual grousings, lack of books, extra tuition (free) in spare time.

Last of all, what does such a teacher get from all this? Experience, not very valuable in seeking a better post, especially if his school is "unrecognized" (as it almost invariably is), and a salary determined by his employer. My own is exactly 54 per cent of what it would be had I been doing the same work in a State-controlled school. Financial conditions do not allow of my having more, and I am better off than many.

It was once said: "Who are the educational experts? Certainly not the teachers, for their opinion is never consulted." I have offered my own opinion and those of various colleagues and friends. We plead not guilty to the charges which are now and then made against private school teachers. We ask to be regarded as ordinary fellows who merit a little, perhaps, of your sympathy.

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THE POTENTIALITY OF THE "BACKWARD" CHILD

By A PRIVATE COACH

"Ev'n I, a dunce of more renown than they
Was sent before but to prepare thy way."
—Dryden.

THE average class of thirty pupils in a secondary school is like a slow-moving creature with a small alert head and a long cumbrous body ending in a finely tapering inert tail. The simile is apt. A very small minority have the vigour and mental capacity to gain a grip over all subjects. These few are as a rule stimulated by one or more of the following motives: a keen appetite for knowledge, ambition, and the desire to excel, a love of praise, and the need to exercise a super-abundant energy. No external stimulus is necessary for them.

The bulk of the pupils form the impedimenta behind the vanguard of the class. These require patient, persistent work from the teacher. They are decent, steady, average young people, studying one or two subjects with zest, but bored by others to which they give attention only under compulsion. These generally find more enjoyment in living and working in a material world than in the world of ideas.

Finally come those poor, bewildered, unhappy souls, out of their element, weakly following or rather being dragged along in the wake of the bulk of the class, badgered by one teacher, given encouragement and sympathetic help by another, and scorned and neglected by some. If they appear abnormal, their abnormality is the result of varied, discoverable causes. Some of these "backward" children are of finer clay than the average normal child, and often suffer mental torture in their efforts to conform.

Happily, the class is not a microcosm of which the world outside is the macrocosm. This larger world is a human jigsaw puzzle; each piece, large or small, round or square, regular or irregular, has, or should have, a part to play. The philosopher is not badgered because he cannot hammer in a nail without bruising his thumb. The single-minded business man is not under-valued because he will not take recreation in sport. The gardener with a straight eye, a love of order, and a feeling for beauty, is not belittled because he says, "We was" and "He don't." The good cook is prized no less because she has no taste in dress, and the artist who neglects the means of earning a livelihood to follow the stronger urge within him is not despised. Why, then, is it so necessary for the "backward" child to conform so rigidly to school standards and to the curriculum? In forcing all

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members of a class to move at the same rate and towards the same goal, an unhappy spectacle is presented of many, with almost equal effort and enthusiasm, running a race in which only one or very few can receive a prize—not an ideal training for life in which it may be that "the race is not to the swift nor the battle to the strong."

We call the stragglers in the race towards academic goals "backward." Some are truly mentally lazy, needing the goad. Others are mentally dull, heavy, inert, needing special help and sympathy. Some are "backward" because they have lost their bearings. Through delicate health, faulty upbringing in the primary stage, difficult home circumstances or harmful parental influence, there are yawning gaps in their knowledge, which they cannot clear. Their education has had no orderly sequence; the familiar and the unfamiliar are jumbled together in bewildering disconnection, the knowledge they have is inchoate and useless to them. They relapse into hopeless futility.

There are "backward" scholars, who, after leaving school, become valuable members of society and can afford to boast of their backwardness at school. These were "backward" at school because they were led by some peculiar interest, bent or urge; they were side-tracking. The race had lost interest for them, for something more real, more worth-while, more attractive, had captured their imagination. It ill becomes a teacher if, in his enthusiasm for "results," he offends one of these little ones.

Private coaching of "backward" children opens the unseeing eyes of the whilom class teacher to their potentialities. The daughter of well-educated, intellectual parents, had reached the age of thirteen without any school education. Being very delicate and having been helped on every possible occasion by governess and family, she had developed no initiative and very little harmony between head and hand. Her reading of good literature was fairly wide, but she had only a smattering of other subjects. She had always written with a lead pencil and was unable to use pen and ink. Infinite patience in the exercise of qualities apparently absent, proved them to be only dormant through non-use. At the end of three years' sympathetic individual teaching, she was acquiring a grip over Mathematics, Latin, and French—subjects which had been added to her time-table; she had developed her exceptionally fine perception and appreciation of poetry, and in preparing for Matriculation was able to handle a subject with reasoned orderliness. She could write a fluent, legible hand, and was making slow but sure progress in manual work.

Another private pupil, whose coaching began at the age of fourteen, was considered backward at school and at home, and had been unwisely called "a dud" by a close relative. Her failure to make headway at school was the result of delicate health, the consequent gaps in her

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education, fear, lack of confidence, and absorption in imaginative expression in prose and verse. This mental bias was used by the coach to restore self-assurance and to break down the inferiority complex which was tending to paralyse all other mental activity. By sympathetic encouragement it was possible to improve her memory, train her powers of reasoning, and widen her interests. The development of personality that followed was remarkable. To-day she is doing good and effective public work, is considered clever, and, just lately, she has topped the list in an examination.

Often the so-called backward pupil is so for the want of correct psychological treatment. A boy of eleven had to be coached in arithmetic. He was a most difficult member of a class, a thorn in the flesh of his form-master, and could not, or rather would not, do the work set. He was later made conscious that he was neglecting a gift that could prove a great asset in life. He has shown himself to have exceptional gifts in Mathematics. Last year, he passed the Higher School Certificate Examination with outstanding honours, and chose to learn Russian for pleasure or for some purpose known only to himself. His early failure was the result of the strength of his personality. He was not backward; he was too clever for those in charge of him, and was resisting the wrong discipline that was being forced upon him. Encouragement towards self-discipline set free the faculties he had hitherto refused to exercise.

It behoves all teachers to use the word " backward " with discrimination. Time often develops mental powers of which, in school, teacher and pupil are only vaguely aware.

GLEANINGS

MAXIMS

" The secret of education lies in respecting the pupil."

Emerson.

" He is to be educated because he is a man, and not because he is to make shoes, nails, or pins." *Channing.*

" An educated people is easily governed."

Frederick the Great.

SELF-DEPRECIATION

" I personally own a bull terrier, and would say here and now that I have far more in common with my dog and any horse than I have with 99¾ per cent of the people I meet."

Letter in "Daily Express."

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PUZZLES AND PROBLEMS

By J. TRAVERS, B.A., B.Sc., M.R.S.T.

PROBLEMS

1. Here is a problem that has attracted a good deal of attention, and as far as I can gather from the published answers, has never yet been satisfactorily solved.

Find all the sets of numbers that, whether they are multiplied or added, the figures in the sum and the product are the same, though not always in the same order. For instance: $2 + 2 = 4$, and $2 \times 2 = 4$, and $24 + 3 = 27$, and $24 \times 3 = 72$. How many whole number sets like these can you find?

2. A man had five squares of cardboard all the same size. He wanted to cut them in the fewest possible pieces so that the lot put together would form a perfect square. How did he do it?

3. A simple problem in mechanics is going the rounds, and we think it might find a place here. The arms of a balance are of unequal length. When a given mass is weighed on one side it seems to weigh 16 lb., but when placed in the other scale pan it seems to weigh 9 lb. Find its true weight.

ANSWERS

1. Most of the papers and books give four answers; but there are millions of answers. Here is the full solution:—

$2 + 2 = 4$ and $2 \times 2 = 4$.
$9 + 9 = 18$ and $9 \times 9 = 81$.
$24 + 3 = 27$ and $24 \times 3 = 72$.
$263 + 2 = 265$ and $263 \times 2 = 526$.
$47 + 2 = 49$ and $47 \times 2 = 94$.
$1089 + 9 = 1098$ and $1089 \times 9 = 9801$.

In addition to this, if we insert any number of 9's between the 4 and the 7 in the case of 47, any any number of 0's after the 1 in the case of 1089, we still get numbers to satisfy the conditions. I should like to hear from any reader who can get another set.

2. Cut any four of the squares in two pieces along a line drawn from one corner of the square to the middle point of the opposite side. These eight pieces and the other square can be very readily put together to build up a perfect square.

3. The true weight is found by multiplying the weights together and taking the square root of the product: $9 \times 16 = 144$, and the square root is 12. Hence the true weight is 12 lb.

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INTRODUCING A NEW SUBJECT

By "Huldigung"
A Modern Language Master

TEACHING can still have thrills, even after years of correcting "je donna" to "je donnai" or "il apercevit" to "il aperçut." Thanks to the enterprise of a new head master and the support of an enthusiastic colleague we were enabled, a year or so ago, to introduce German as a regular subject in our school. I have taught German in other schools where it was already established as part of the curriculum, but that was not quite so fascinating as introducing the subject for the first time in a school which knew not Lessing, Goethe, and Schiller.

The new tradition had really been inaugurated during the régime of the previous head by the encouragement of one solitary pupil who achieved great success in the subject. Now, however, we have two flourishing beginners' classes, and an additional class of more advanced pupils, who can read and write with some fluency. The classes are all small, and a great deal can be done. Whether or not the Direct Method is good is still a matter for debate, but with reduced classes of linguistically-minded pupils we can experiment with it far more safely than with the "30+" classes which it is our lot to teach in French.

As a regular subject, German has been introduced as an alternative to Latin in Form III; personally, I regret that the two subjects have to be worked as alternatives, since if our pupils distinguish themselves in German, as the best most certainly will, they will inevitably require Latin, and the inevitable "cram" is educationally bad.

My colleague hit upon the happy idea of giving each pupil a German name, and this undoubtedly stimulated interest. We have been greatly assisted by the use of Linguaphone records, not the elementary, or teaching sets, but the more advanced literary ones. In ordering records we felt that, as our requisition was somewhat restricted, we had better keep to essentials; we ourselves were there to do the ground work, so it was advisable to spend the allowance on the literary records. These vary in range from well-known favourites such as "Lorelei" and "Erlkönig" to philosophical passages from "Faust"; while the latter are quite beyond our present requirements the former are of great benefit, and their use has undoubtedly assisted the classes in pronunciation and appreciation.

Some readers may have wondered what our attitude is towards phonetics. Well, example and imitation and plenty of practice appear to produce the right results without the aid of phonetic symbols. German is very largely a phonetic language to begin with, so there is little point in making use of symbols which would rapidly become useless, or almost

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so. The modified " u " and " o " and the " ch " sounds do give a little trouble at first, but it is my opinion that the difficulties are frequently magnified. It must, of course, be remembered that we are working under very good conditions, with classes of not more than 15 or 16 pupils ; the teaching of German pronunciation to a class of 25 to 30 is a different proposition.

Our advanced class is able to maintain correspondence with pupils in Germany, and a certain zest is added to the work by the purchase each week of one of the many " Illustrierte Zeitungen " which abound.

Interest in Germany has always been displayed by our pupils, and the introduction of German as a regular subject has not only made good a deficiency in the curriculum, but has created a feeling of satisfaction. Some years ago a party of masters and boys spent a week " hiking " in Germany. This was an event in the history of the school, situated as it is in a district not blessed by great wealth.

Is German increasing as a school subject? While the number of schools including German in their time-table is deplorably low, I think the tendency is now in the right direction.

How does German compare in popularity with French? This is not an easy question to answer, since much depends on circumstances and on the personality of the teacher. The German language is by no means without grammatical difficulties, but on the other hand, these need not be insuperable, and there is a kinship of idiom between German and English which is lacking between French and English. Any teacher who has taught German and French to an advanced stage appreciates the difficulties of style in French prose writing; these difficulties are possibly less acute in German; though French may still be the easier language to *speak*. Even this, however, is a matter of opinion.

GLEANINGS

CAUSE AND EFFECT

" My father died within a month of lighting three cigarettes with one match."

Letter in "Daily Mail."

DISCOVERY

" I believe that schools are all wrong, and I would abolish the lot. If we have to retain schools—and parents will insist on it so as to get the children out of the way of house-keeping and cooking—these schools should be places where things are done. All a child needs in the way of learning is to count up to twenty, to read and write a letter. The rest of his education should be in terms of planes and hammers and clay and paint and dancing and singing and acting."

A. S. Neill.

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GLEANINGS

AMBIGUOUS TRIBUTE

" I heard recently of a young man who, on his release from Wormwood Scrubs after three months for a motoring offence, comforted his mother by saying that it was no worse than the first term at a public school." *Mr. Edward Shanks in the " Sunday Times."*

CLEVER DEDUCTION

" Mrs. Ada Fortescue, aged 50, of Roseford Gardens, W., was found dead last night, bound and gagged, and with head injuries. Circumstances point to foul play." *Daily Herald.*

ROYAL PREROGATIVE

" When our Sovereign was born he was given, among many qualities, the rare boon of youth." *Sunday Times.*

MAGNANIMOUS

" We would not by any means say that all Roman Catholics are liars." *Rev. G. K. White in " The Churchman's Magazine."*

EXPLANATORY

" The Great War lasted so long because the respective war aims of the two sides were incompatible, and neither side was prepared to give way until compelled to do so."

The Rt. Hon. D. Lloyd George in the " Daily Telegraph."

THE PRÉCIS

" *Teacher* : ' Why have you written only five lines in your essay on Milk ? ' *Pupil* : ' Please, Miss, I was thinking of condensed milk.' "

AUTHORITY.

" Miss Ishbel MacDonald, who spoke on the Toddler in the Home, has devoted herself for many years to looking after the home life of her father, the Rt. Hon. J. Ramsay MacDonald."

News Chronicle.

CELESTIAL INTELLIGENCE.

" Christ Himself declared that it is hard for the rich man to enter the Kingdom of Heaven. But it is not impossible, nor, indeed, is it even of rare occurrence." *Evening News.*

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LETTER TO THE EDITOR

MUSIC TEACHING AND THE FIXED DOH

SIR,

It is difficult to believe that anyone who has given a little study to the Tonic Sol-fa System would ever think for a moment of using the Fixed Doh Method, where the C is always called Doh. I am now over four score years of age, and have played the double bass, the 'cello, and the viola in bands, and still have a gold-medallist to accompany me professionally in all the most difficult music for the violin on the pianoforte once a week.

My first appreciation of music was obtained from the Modulator; when only a small boy, one Sunday morning I tried to fix the relative positions of the notes in my mind by singing and thinking of the effect of each note, as Doh, Ray, Ray, Ray, Doh Ray Me, me me, doh me, etc., throughout the scale. What did I know about the fixed Doh C? My Doh was chosen to suit my voice. At nine I learnt to play by ear the fiddle without a master. How about the tuning? Starting on the G string, which was the lowest note which my treble voice could reach, I found the D string by singing Soh relative to the G already tuned; this gave a perfect fifth in perfect harmony with the G. The A was found by calling D the doh, and singing the relative Soh; and lastly the E was found by calling A my doh and singing the relative Soh. If doubtful about Soh, I could sing doh, ray, me, fah, soh, and test its accuracy. The next step was to apply my knowledge to the staff notion. For singing, you decide by the number of sharps or flats at the commencement of the piece what is the key. No matter how many sharps or flats in the key, when once you know the line or space where the keynote is, that is the doh; the other notes or intervals correspond to the modulator. For the rest, solfa-ing the notes will come by practice. Modulations and accidental notes are all explained by the Modulator. This is the only sound plan of learning to sing at sight. Without any further teaching, I found that I could sing at sight the hardest bit of music which our professor wrote on the board, modulating suddenly from C to C sharp, while not one of the 140 students attempted it. At the examination when Dr. Hullah, whom your contributor Mr. Arthur J. Irvine mentions as a champion of the fixed Doh method, tested us for singing, he heard the solo, "The Trumpet Shall Sound," and complimented me on the fine management of my breath, he sat down himself to test my singing at sight. I was absolutely correct on every note, sol-fa-ing correctly at the same time. Then came the ear tests: I repeated the notes, sol-fa-ing each without a blunder. He jumped up from the piano, and went across to the professor, eagerly inquiring on what system he had taught. As the professor knew both systems, Dr. Hullah's fixed Doh method gave way to the more rational method of Curwen. I imagine *Curwen's Grammar of Music* is long out of print; but the study of this book was invaluable to me.

I asked a very busy Bachelor of Music why he did not teach by the movable Doh method which would enable pupils to read their own songs. He said, "We should lose pupils quickly, and the pupils would lose voice training, etc."

For instrumental work I can imagine nothing so good as the Staff Notation, and as a sure stepping stone to the Staff Notation no method can be suggested as equal to the the Tonic Sol-fa or the Movable Doh System.

Wishing your admirable EDUCATION OUTLOOK the fullest success, which it well deserves,

I am yours very truly.

E. H. BUTT, M.A., L.C.P.

46, WHITEHALL ROAD,
HARROW.

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BOOKS AND THE MAN

LORD GORELL'S POEMS*

WHEN Lord Gorell's name in the fulness of time is adjudged addition to the roll of famous men whom *nous autres* are enjoined to praise, he will be commemorated with Leonardo and some lesser men, for his versatility. The variety of his accomplishments in "practical" life has its counterpart in his poetry; for he essays with success many styles; he proves his sincerity in many moods, grave and gay, and in many forms, from tender lyric to pungent satire. So in this little volume there is something to be savoured by everybody (even editors are not excluded from sympathy).

In his first, the "eponymous" poem, he follows, without challenging, the greatest English master of dramatic monologue and in the same sacred tradition. In his last poem he is *The Contemporary*—

. . . not so much a spy,
As a recording chief inquisitor.

His first pages present one more endeavour to build up a Judas Iscariot on the basis of an unhappy tradition, and then to interpret that construction as a study in psychology. (Kipling, it will be remembered, gave the disciple the place of a consoler.) In Lord Gorell's poem the energy and force of the final appeal bring to mind the endings of Browning's *The Ring and the Book*, and of Marlowe's *Dr. Faustus*.

From the blackest pit of Life these leprous hands
Despairingly I lift to Death's new dawn!
"More joy in Heaven," remember, Thou didst say,
"Over one sinner that repenteth." God!
Master! Forgive me, Oh, forgive, forgive!

In the last pages of the book, *Aftermath*, with its attendant notes, he, to use his own words,

Brings his mind pointed as a little pin

on the everyday people not agonized by conscience, whom he has met in the day's contacts: talk at public banquets; talk of politicians, waiters; talk in Daimler, in tram. And then eight lines of dear serenity:

Eternal Beauty, seal the eyes of Night;
A mother's love breathe on a sleeping child;
Great London sleeps, even as Babylon slept
Two thousand years ago.
The stars grow pale, the eastern sky is bright;
With God at last are all things reconciled:
This ancient Earth another watch has kept—
And that is all we know.

For the many good things that the reviewer can not even indicate readers must go to the book. They will not only enjoy the excellent work accomplished, but may note, as critics, the writer's fertility of apposite and suggestive illustration, and sometimes, how deftly, as Coleridge and Bridges did, he uses brother poets' minted coin, like *full-throated*, and *rogue and peasant slave*.

B.

**In the Potter's Field and Other New Poems*, by LORD GORELL (John Murray, 5s. net.)

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REVIEWS

EDUCATION

SANE SCHOOLING. By J. H. SIMPSON. Faber & Faber. 7*s.* 6*d.*

THIS is in part the record of a unique experiment. It describes a school, founded in 1920, and called by the author by the imaginary name of "Churnside," which gave, entirely free, a boarding-school education to about forty boys drawn at the age of eleven from the rural elementary schools of an English county. The aim of the founder was to give to these boys some of the advantages of a public school education. But the interest of the venture was greatly increased by a decision, made early in the history of the school, to widen its membership. In addition to the ex-elementary boys, there were admitted some twenty-five fee-paying pupils from preparatory schools. The mixture of classes which resulted enabled Mr. Simpson to study under unusually favourable circumstances the alleged differences between boys of different social origin, and to show how easily and happily boys from working and middle-class homes learnt from each other and blended to form a "classless" school which expressed the best traditions of both types. Thus all who believe that English secondary education is class-ridden and have views about how this difficulty is to be overcome will find much to ponder in this book. But "Churnside" differed in another main respect from other boarding schools. It was never intended to be a replica of the public school, and it was free to combine what it desired to keep of the older traditions with much more freedom for the individual, much more opportunity for leisure, and, above all, with a form of "self-government," or collective responsibility and initiative, which is particularly interesting. There was no attempt, rightly the author claims, to extend "self-government" to the work of the classroom, and there were also rules affecting out-of-school life which were made and enforced by the headmaster and prefects in the usual manner. A prefect system, Mr. Simpson holds, was rendered necessary by the wide age-range (11 to 18), which, as in the ordinary secondary school, included boys too young for "self-government." But the existence of a "dyarchy" or double sphere of responsibility left a large measure of control to the boys themselves. Through the machinery of their General Meeting and its committees, which exercised legislative, judicial, and administrative functions, and which (a very interesting point) rested partly upon an economic basis, the boys received both some training in citizenship in the narrower sense—in speaking, minuting, elections, budgetting, accounts, committee-work, etc.—and, what was more important, a practical experience of group life, of co-operation for common purposes, and of the nature of law. Obedience to authority at "Churnside" ceased to be regarded as being just submission to rules arbitrarily imposed by some older person, or the doing things to please an admired superior. The changed attitude towards authority reacted on individual character in many ways, not least on boys who suffered from a sense of inferiority or who were potential rebels.

Sane Schooling, however, is more than a record of "Churnside." It is a criticism of many aspects of secondary education. These are reviewed in the light of the author's varied experience, not only as headmaster for its first twelve years at "Churnside," but as day-boy and boarder, as assistant master in a leading public school, and under G. W. S. Howson at Holt, as an inspector of elementary schools, as principal of a teachers' training college, and as visitor to and student of Homer Lane's work at the Little Commonwealth. There are chapters on the curriculum, on games and athleticism (perhaps the most original of all), on education for health, and one of special interest, though it is disappointingly short, on education and sex. There are some new suggestions about the School Certificate and about camps, and a fresh discussion of hardy annuals such as punishment, marks, handicrafts, co-education, and religious education. Throughout, the book justifies its perhaps not too happy title. It is radical enough in some of its implications, but it is never cranky or narrow. It contains much wisdom and humour, and it is lively to read,

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because it continually gives a sense of the actualities of school life. It is thus a book for the layman as well as for everyone concerned professionally with education. It makes no meretricious attempt to be a " best-seller," but no one could find it dull. C. H. C. O.

EDUCATION OF THE SLOW-LEARNING CHILD. By CHRISTINE P. INGRAM. Harrap. 7*s.* 6*d.*

THE writer of this book is Supervisor to the Child Study Department, Rochester, N.Y. The work is thus related to practical experience. The differences between this country and the States are very considerable, though (or and) they are differences too elusive for quick description. In spite of this, there is a good deal of matter here of interest to English teachers dealing with backward children, though the Reading References, given very fully at the end of each chapter, will for the most part be useless, for they are almost entirely references to American books and reports. R. J.

THE PROGNOSTIC VALUE OF UNIVERSITY ENTRANCE EXAMINATIONS IN SCOTLAND. University of London Press. 5*s.*

" THE object of this enquiry was to investigate the prognostic or predictive value of the qualifications on the strength of which a student enters the University." A very useful objective, even though its nature and methods are unlikely to interest more than a rather small group. How, for example, do Head Teachers' estimates of their pupils agree with Matriculation results ?

The conclusions arrived at in this and its related questions, are not in any single case startling. In fact, they are truisms, or almost truisms. But after all, a good deal of scientific investigation ends in truisms, which confirm our daily " common sense inferences." There is no waste here. Confirmation is as useful as contradiction. It is always a gain to test by more accurate methods what we have already empirically estimated. Our feet are still on the same spot of ground, but they are planted there more firmly. R. J.

THE SECRET OF CHILDHOOD. By MARIE MONTESSORI, M.D., D.Litt. Translated by BARBARA BARCLAY CARTER, Lic.-es-L. Longmans. 7*s.* 6*d.*

DR. MONTESSORI has established her reputation wherever in the civilized world Education is an affair of interest, and more particularly Education in connection with young children. We open this book of hers, consequently, prepossessed by the influence of authority, an authority that we know to be based on many years of experience, of successful effort, and of psychological study. Moreover, this particular book is taken as the basis of A Campaign for the Rights of Children (International Montessorian Association, Hampstead Hill Gardens, N.W.3).

Dr. Montessori states in her own terms what has indeed often been stated before, that a young child is not " a little man " in all but size and age, but a creature in many important ways quite different from any adult. This creature should live and grow in an environment that is under the laws and ways of its own nature. But it does not. It lives and grows in an environment that is under the laws and ways of adults ; and it is in consequence a bewildered foreigner. With story, inference, and argument, Dr. Montessori explores and explains this child-world, from the acute sense of order in the infant mind to the curious (to us) but natural (to them) possessiveness of children. Here, she tells us, is a world in which we once lived, but which now we have lost and forgotten. With endless patience and effort we must explore this world, and come to an understanding of it, if we wish to have our children grow up, in this artificial and alien world of ours, to their full possible powers and with the fewest possible conflicts. For teachers and parents it is a book that gives pause and reflection. For all adults, it offers a somewhat uneasy warning. R. J.

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ART AND CRAFT EDUCATION. Evans. 1*s.* monthly.

THIS new monthly magazine covers subjects with which every teacher of arts and crafts is closely concerned. Praise is due to the publishers for providing such teachers with the kind of help which modern ideas make timely.

There are excellent notes on such crafts as weaving, woodwork and bookcraft, all supplemented by illustrations of great merit. The centre pages contain reproductions of art work in London schools, and these exemplify the principles laid down in an excellent article by Miss Evelyn Gibbs on "Imaginative Painting." These features alone are worth the cost of the magazine. They will help the discerning teacher to see that children have a natural vitality such as is too often stifled or arrested by the conventional and academic approach to art in schools.

The many admirable features of this new publication make one regret that the cover design should be almost funereal and wholly inconsistent with the sound teachings of its well-chosen contributors. F. R. J.

THE CHILD AND HIS PENCIL: ADVENTURES IN A COUNTRY SCHOOL. By R. L. RUSSELL. George Allen & Unwin. 5*s.* (cloth); 3*s.* 6*d.* paper boards.

THIS book begins very refreshingly with a lively introduction by Mr. St. John Ervine (who wrongly says that "Don't think for yourself" is the modern ideal) and a short preface where the author quotes what he calls "the antiquated Irish conception of education" as "a state of torment into which sowls enther to prepare them for a betther world." Not simply Irish; not exclusively Irish.

The main title of the book is too narrow for its contents; but the sub-title expresses its spirit. Adventure! Education as a trying and an adventuring! School as a place for the hearing and the doing of adventures! Mr. Russell believes, as does the writer of this notice, that all children have a creative urge and a creative capacity; that such a belief in a teacher, once felt by the scholar, opens out this world of creation; that it is part of the business of education to open wide this world. In this account of his own adventuring with country boys and girls, Mr. Russell gives many examples, in verses and in drawings, of his results. He has courage, like all adventurers. "Inspectors tell me," he writes, "that I cannot teach drawing from pictures, but I go on doing it." An obstinate fellow, evidently. He has, of course, some excellent phrases. "Love of nature, of poetry, of art, can be 'taught' in one way only—by infection."

Finally, read his book. R. J.

HEALTH

KEEPING FIT. By EDITH E. CROSBY, L.L.A. Pp. 224. Blackie. 2*s.*

IN this Health Book for Girls, Miss Crosby very wisely emphasizes the personal application of the scientific principles of elementary Physics and Biology which, somewhat illogically, form the more common courses in Girls' Schools. Such subjects as Keeping Fit, What to Eat, What to Wear, Fresh Air and Sunlight, Health in the Home, The Baby, First Aid and Home Nursing are so simply and clearly dealt with that the girls can read the various chapters unaided, much to their profit. Miss Crosby, who is the head mistress of a senior girls' school, undoubtedly knows both her subject and her pupils; but she sometimes errs on the side of simplicity by being incorrect, as when she implies the possibility of emptying the lungs of stale air, and states that "sound travels through the ether." Vitamins, too, are very scantily dealt with, vitamin D, for example, being far more widely important than is even suggested. And, as is so commonly the case, the changes that occur at puberty are scarcely even hinted at, the vagueness and paucity of the information given being doubtless a sop to the prevalent deplorable and harmful prejudice against anything definite being taught concerning sex. F. H. S.

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A FIRST COURSE IN HUMAN PHYSIOLOGY. By G. W. MEACHER, M.D., B.Sc. Pp. 158. University Tutorial Press. 3s. 6d.

THIS second and revised edition of Dr. Meacher's "general introduction to the subject and a little more besides," contains a commendably clear exposition of a subject the importance of which need not be stressed; and the author deals with it in such manner that the student obtains a practical knowledge of the fundamental facts apart from which, as he truly insists, the truths of Physiology can never be intelligently grasped. In this new edition Dr. Meacher deals with the results of recent researches into problems connected with diet, endocrine glands, vitamins, bio-chemistry, and the nervous system, so that students may rest assured that, within the limits of an elementary treatise, the course of study is reliable. F. H. S.

ARCHITECTURE

ENGLISH GOTHIC CHURCHES. By CHARLES BUDDEN, M.A., M.D. Batsford. 5s. net, reduced from 7s. 6d.

WE welcome the re-issue of this excellent handbook as an indication of growing interest in medieval art. It is portable, finely printed, and has over a hundred reproductions of original drawings and photographs, with ground plans to scale. Period development and progressive diversities of style, lucidly explained and thus illustrated, can be readily grasped, and to the discerning eye the humblest village church, not less than the great cathedral, will disclose the story of its origin and growth.

The author regards the "perpendicular" as the culminating point in the four centuries of English Gothic: should any readers question his judgment, let them visit, on a sunny day, the now splendidly renovated Chapel of Henry VII, Westminster. Dr. Budden writes with scholarly breadth. He describes how geology conditioned the distribution of building stone and hence the local activities of the builder. How doctrine and ritual shaped and developed the structure. How historical events such as the Black Death in the fourteenth century, and the confiscation of Chantry Endowments in the sixteenth century, disturbed and finally quenched the activities of the Gothic ecclesiastical builder. S. T. H. P.

TRAVEL

BATSFORD'S PICTORIAL GUIDES.

MESSRS. BATSFORD have published the first volumes of a series of Pictorial Guides at 2s. 6d. each. Each volume contains nearly a hundred photographs and a useful introduction. These volumes cover respectively Amsterdam, Copenhagen and Stockholm, the last-named being especially interesting, although the introduction fails to mention that in Stockholm town-planning is controlled with great care. Those who intend to visit any of the cities will find the "Guides" useful. Those who have visited them will find their memories refreshed by vivid pictures. R.

EQUATORIAL DAWN. By DOROTHY UNA RATCLIFFE. Eyre & Spottiswoode. 12s. 6d.

IN this excellently printed and bound volume we have an account of a trip to Central and East Africa written mainly in the form of a diary, giving vivid accounts of the country and of its wild creatures. Some forty excellent photographs are used as illustrations, and the book will make an excellent addition to any school library. F. R.

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A VIEW OF FRANCE

FRANCE: A BIRD'S-EYE VIEW. By CLOUDESLEY BRERETON, M.A.(Cantab), L. ès L. Paris, Docteur ès Lettres, Lille. Heffer. 1s. net.

IN this small volume, Dr. Cloudesley Brereton offers the substance of broadcast talks which he gave as an introduction to a course on French under the scheme of talks for adult listeners. In this permanent form the information will be welcomed by all who desire to foster goodwill between Britain and France. Dr. Brereton is an accomplished guide, with a knowledge of France and of French literature which has gained for him well-deserved regard and honour across the Channel. He presents a concise and deftly arranged picture of French life and customs which ought to be available in all schools where French is taught. R.

BIOLOGY

ELEMENTARY BIOLOGY. By J. B. GUTHRIE, M.A., B.Sc. Pp. 112. Chambers. 1s. 6d.

THIS little volume forms part of a comprehensive course of Elementary Science; or more specifically it is one of the three sections of Part IV, the two other sections dealing with Astronomy and Geology.

Observational and experimental throughout, there are sixteen studies of plant and animal life, followed by a helpful series of questions and exercises. The author wisely does not confine the work to the classroom, but although he encourages open-air observations he fails to stimulate that spirit of inquiry into the meanings of things which tends to develop a permanent interest in nature study.

THE DISSECTION OF THE DOGFISH. By R. H. WHITEHOUSE, D.Sc. Birm., and A. J. GROVE, M.A. Cantab., D.Sc. Birm. Pp. 180. University Tutorial Press. Price 3s.

THE success deservedly achieved by the authors' previous books dealing with the dissection of the frog and the rabbit has led to a demand for a companion volume dealing with the dissection of the dogfish. Students acquainted with its predecessors will welcome this, while others interested in practical biology will do well to take advantage of the expert aid given by two thoroughly experienced and reliable guides. F. H. S.

A SCHOOL COURSE OF BIOLOGY. By JAMES HUNTER, M.A., B.Sc. Pp. 172. Longmans. Limp cloth. 2s. 6d.

THIS fifth and concluding part of the author's School Course of Science deals with Biology in a manner that should meet with a well-merited success. Within limits that should not strain the resources of a reasonably equipped post-primary school, Mr. Hunter provides an admirable scheme of work, seasonably arranged, sufficiently practical to impart a first-hand knowledge of living things, and of a nature calculated to develop an abiding interest therein. Both as regards subject matter and treatment, this little volume is to be warmly commended, although in it we find the same curious lack in dealing with the advantages enjoyed by the so-called warm-blooded animals over those labelled cold-blooded, as we have noted in our review of Dr. Wyeth's *Introduction to Biology*. We are not sure that the illustration on page 11 is correct, earth worms usually—it is said, uniformly—copulating with the head of one pointing towards the tail-end of the other. On page 8 the term androecium is incorrectly spelt; while the author is scarcely justified in suggesting that the bee—assuming this insect to be an effective agent—thrusts its *body* into the throat of a primrose, the head and proboscis being the only parts involved in the transference of pollen from one primrose to another. F. H. S.

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JUNIOR SCIENCE

MESSRS. BURNS, OATES AND WASHBOURNE have produced two excellent volumes in their Nature and Science Series for Young People, entitled respectively, *Joe, Colett and the Animals*, by Vera Barclay, with illustrations by Frank Rogers; and *Magic in the Woods*, illustrated by photographs in colour and half-tone, taken by Richard St. Barbe Baker. Both volumes are well printed and strongly bound, the first-named telling a series of stories of domestic animals, with useful hints on the care of them. While the second is a series of charming and simple talks on trees, from which children will be able to identify all the common trees of our woodlands. Each volume is 3*s.* 6*d.* net.

By the same firm, and at the same price, is published a volume entitled, *Jane, WILL You Behave?* by Vera Barclay, with illustrations by C. S. Chapman. This tells a story of a holiday camp centred round the naughty doings of Jane, who is sure to be popular with young readers, although not on all occasions worthy of imitation.

Another volume from the same publishers bears the title, *Worzel Gummidge*, by Barbara Euphan Todd, illustrated by Elizabeth Alldridge, an amusing fantasy about a scarecrow who comes to life. Many youngsters will have heard of the hero over the wireless. They will welcome this closer acquaintance with an amusing set of characters.

MATHEMATICS

EXERCISES IN ALGEBRA. Parts I, II, and III. By H. F. BROWNE, M.Sc. Ginn.

THE books before us are a praiseworthy attempt to bring Algebra into the realm of common sense. The author is to be complimented on the skill with which he has performed his task, and the examples in Part I, especially those on pages 55, 59, 60, 61, 68, 69, 71, 86 and 87, are excellent, but the chapter on Graphs is difficult, and might well be relegated to Part II. It is good to see the chapter on Brackets reduced to a sensible dimension, and that the old stupid and terrifying examples have been thrown out.

Part II continues on the same sensible lines, and the examples are still consistent with the design.

Part III has the little weakness of proving the rule for the general quadratic by division instead of the superior method by multiplication.

The books do not propose to take on themselves the work of the teacher, and as this is a step that should meet with approval of all true teachers, we feel confident that these books should be in great demand. J. T.

ENGLISH

SELECTED ENGLISH CLASSICS: Three Comedies (Beaumont & Fletcher, Sheridan, Wilde); Three Voyages of Drake; Selections from Johnson, Stevenson's Travels with a Donkey and Virginibus Puerisque. Ginn. 2*s.* 6*d.* each.

THESE are very attractive little books, in format and in content. They are primarily school-books, and well edited for their purpose; but they are worth slipping into the pocket of a rambler who likes a book in a cosy nook, indoors or out of doors. R. J.

SOCIOLOGY

THE SEETHING AFRICAN POT: A STUDY OF BLACK NATIONALISM, 1882–1935. By DANIEL THWAITE. Constable. 7*s.* 6*d.*

THE writer of this book has obviously a considerable knowledge of African affairs, but only an expert could test or evaluate it. His first chapter is an indictment of the treatment of Africans by Whites, an indictment against ignorance and stupidity rather than ill-will. Missionaries, with cited exceptions, are handled with vigorous firmness.

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There follows an account of the development of " Ethiopianism in Africa," and a chapter on the Secret Societies, such as the Leopards, of which so much has been written. Then comes a rather curious and not very clear account of a development of Communist intrigue in Africa, financed and guided, rather strangely, by Russia—and Germany. It is not entirely convincing. An author who thinks that Communism was " far advanced " in the United States in 1925 (or in 1935 for that matter) should give some grounds for such surprising statements. Such phrases as " flagitious cunning of the Moscow dictators," " sticky mellifluous caresses of the Muscovites," " thingamabob tin-gods of Europe " (these are not the Muscovites) do not create in the reader's mind a sense of assurance. Nor can one gather how much of the book comes from first-hand observation. The use of unusual words, though they help or hinder the thesis very little, yet attracts one's notice—sotadic, merology, asthenia, ecphoresis, agroreptic, abreptior—and there are others. The last chapter is about Abyssinia. The period of the book is 1882–1935. But in this Abyssinian chapter—in which is a brisk history of that curious land—Italy is not even mentioned. A curious book; provocative, outspoken, and rather puzzling.

R. J.

HISTORY

THE TEACHER'S BOOK OF SOCIAL HISTORY. By MARGARET ELLIOT, B.A. Evans. 4*s.* 6*d.*

IN a book of less than a hundred pages, even in quarto, there is not space for a great deal of social history, when eight centuries are to be covered. But Miss Elliot has collected and arranged her data for housing, dress, amusements, education, crafts and trade, transport, period by period, so that many teachers will find lesson-material here, supplementary to the usual history textbooks. There is a good supply of illustrations and a full index.

R. J.

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ENGLISH HISTORY IN A NEW SETTING. Vol. 2 (1485–1688). By VERNON SIMMS, M.A. Dent. 2*s.* 6*d.*

THIS volume is an excellent example of the advance which has been made in the last decade or so by competent authors handling historical material for use by senior children. It is a school textbook, but does not belong essentially either to the classroom or the textbook class.

The economic and social sections of the periods dealt with are widely informative and the facts interestingly presented. Besides containing a concise glossary of difficult words there is a useful list of appropriate historical novels at the end of each chapter. E. J. M.

THE ENGLISH COUNTRY HOUSE. By RALPH DUTTON. With a Foreword by OSBERT SITWELL. Batsford. 7*s.* 6*d.* net.

THIS is a handsome volume, with many excellent photographs, and an interesting record of many of the stately homes of England, now, alas, becoming too costly to be maintained in their old splendour. Mr. Dutton writes with knowledge and enthusiasm, and the photographs by Mr. Will F. Taylor are charming. This should be an early choice for every school library. R.

A HISTORY OF ENGLISH LIFE, POLITICAL AND SOCIAL. By AMABEL WILLIAMS-ELLIS and F. J. FISHER. Illustrated by WILMA HICKSON. Vol. I, to 1066. Vol. II, 1066–1485. Methuen. 2*s.* 9*d.* and 3*s.*

A GREAT deal of careful work has gone to the writing and illustrating of these two little books, and the result is well worth the effort. The first volume gives in effect an outline of the early history, not only of the people of Britain, but of human civilization. The methods by which our knowledge of Early Man has been built up—and the recency of their application—are set out, largely by illustrative example. There are many pictures—fifty in less than a hundred and fifty pages. There are coloured diagrams, some maps, reproductions of contemporary drawings, and population charts. And the letterpress throughout is clear, and so stressed or proportioned as to justify the general title.
R. J.

BUILDERS OF EUROPE. VOL. III. DESPOTISM AND REVOLUTION. By EDFORD PRIESTLEY, M.A., M.Ed. Dent. 2*s.* 6*d.* net.

THIS is one of a series of " class-books of history based on biography," covering the years between Peter the Great and the Treaty of Versailles. The biographies indicated are those of Peter the Great, Frederick the Great, Walpole, Chatham, Napoleon, Metternich, Mazzini, Cavour, Bismarck, Gladstone, Joseph Chamberlain, Lloyd George, William II—and this list is by no means exhaustive. The illustrations, conformably, are mostly portraits; but there are also some very useful maps. The chapters are ended by date-lists, exercises, and reading notes; the book itself closes with an epilogue: " Whither Europe? " R. J.

HISTORY TEACHING FOR TO-DAY. By ERIC C. WALKER, M.A., Ph.D. Nisbet. 4*s.* 6*d.*

THIS is a readable book, and any history teacher, whether " specialist " or not, would be likely to enjoy reading it. Dr. Walker finds that history " is not popular with children," and that history teaching " has made but little impression upon adults." History lessons in school bear no connection with actual experience; they hesitate between pleasant romance and the acquisition of dry-as-dust technicalities, take pride in a growing horde of dates, have no regard for logical deduction or intuitive judgment, and instil no sense of real values. Dr. Walker finds his answer to this indictment in a method of using

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local history realistically. Of his six chapters, two are given to local history, with excellent accounts of three areas: the Fens, Kent, and Derbyshire.

Almost apart from this is his account of the difficulties that are met in relating history teaching to the life of to-day, in its national and (to some extent) its international aspects. He considers in particular Protectionism, Soviet Russia, Ireland, and Germany's war guilt. He insists, quite rightly, that the youth of pupils is not a sufficient reason for avoiding such subjects. "The age of the child is bound up not with the topic but with the mode of presentation." He resolves the difficulties into three factors: the influence of textbooks, teachers, and "an outside group made up primarily of parents, press and film." His handling of this view makes very attractive reading, and it has a very useful content. Moreover, he is not afraid of being downright. "Good history teaching should undertake to teach morality." Here is the beginning of a very pretty discussion for the Staff Room. R. J.

SOUTH COUNTRY SECRETS AND THE TOUCHSTONE. Both by "EUPHAN" and "KLAXON." Burns Oates and Washbourne.

IN these voumes the authors offer a series of interesting and even exciting stories relating to the history of England. They give many items of out-of-the-way information which will help to make the records vivid to the minds of children.

Both books are extremely well produced, and may be obtained for the modest price of 3*s.* 6*d.* each. They should certainly be on the shelves of every school library and on every list of prize books.

INDIA TO-DAY

LIVING INDIA. By Lady Hartog. Blackie. 2*s.* 6*d.*

THE task of writing a kind of Outline of India, combined with something of The Intelligent Man's and Woman's Guide to Indian Affairs, the whole to be got into two hundred pages of good clear print, is of course absurdly impossible. But however true this maybe, it is also true that Lady Hartog has come so close to such an achievement, that one forgets if there are any deficiencies, or does not trouble whether

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there are or not. Here is India, from the early civilization of the Punjab, only now being explored, in the linkage that has led archæologists from Egypt and Babylon, to Sumeria and now the Indies. The panorama is swift, but it carries us to the last India Act. Town and Village life, Agriculture, Irrigation, Industry, Transports, Education, Public Health, Administration—nothing seems missed. Seemingly, it would be heavy, and even stodgy, but it is not. The book gives the facts and the pictures (verbally and in about a score of photographs and maps), and leaves " vexed " questions aside. If a citizen of any part of the British Dominions or Empire desires a basis of fact for his better judgment of Indian questions, he can get it here, with almost less effort than is good for him.

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R. J.

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THE EDUCATION OUTLOOK

Honorary Editor: FRANK ROSCOE

Spring 1937
Volume XIV, No. 1

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THE EDUCATION OUTLOOK

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PHYSICAL TRAINING

WE are told that there is to be a special effort to improve the national physique. The news is welcome, although the reasons given for the new effort are varied and sometimes obscure. In some quarters alarm is expressed because army recruits are not up to the prescribed standard. School medical officers tell us that many children suffer from remedial and unnecessary defects which cause physical ills in later life. Teachers know only too well that their work is handicapped where pupils come from crowded tenements and suffer from lack of proper food, sleep, and clothing.

In all this there is nothing new; but the remedy will not be found in any series of "physical jerks." It is now some thirty years since the Board of Education issued a manual of such exercises, drawn up under the experienced guidance of Captain Grenfell, R.N. The great majority of our fellow-citizens to-day have practised these exercises when they were attending public Elementary Schools. Yet the physique of the nation is not satisfactory. We may therefore suppose that a programme of exercises, however excellent and useful in itself, will not serve our needs unless we can supplement it in other ways.

What these ways are is easily determined if we remember that the chief needs are suitable and adequate food, plenty of sleep, an open-air life with protection from excessive cold and damp, and ample opportunity for free movement. Young children find their natural exercise in play, with seemingly aimless and often boisterous gambolling akin to that of a kitten trying to catch its tail or a puppy pursuing a ball. Formal drill has no place at this stage unless it can be turned into a kind of game or is applied to individuals as a means of correcting defects. At every stage the formal exercises must be made interesting. We need a corps of teachers who have had proper training for the work in this branch. For years past we have had colleges for women teachers of physical training but only recently have there been provided similar facilities for men. These should be extended until we have ensured that a competent teacher of physical training is available for every large school and every group of small schools.

But this alone will not improve the national physique. We must ensure for every child reasonably good conditions of life outside school.

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THE ROYAL SOCIETY OF TEACHERS

Executive: THE TEACHERS REGISTRATION COUNCIL

Readers are asked to note that although the EDUCATION OUTLOOK *will contain in every number a record of the Royal Society of Teachers, and of the proceedings of its Executive—the Teachers Registration Council—these bodies are not responsible for the views expressed by the Editor or by contributors and correspondents.*

THE year 1937 promises to be extremely important in the history of the Registration movement. It brings on June 30th the end of the quinquennial period for which the present Council was elected, and preliminary arrangements are now afoot for the election of a new Council. It is hoped that all Registered Teachers will take the trouble to vote, since it is important that in its membership the Council should command the respect, not only of teachers but of the public. To be considered worthy of election to the representative body of a united profession is an honour which may fittingly be sought by the most distinguished teachers in the country.

Although the holiday period has brought the usual falling off in the number of applicants for admission to the Register, there has been no lessening of the work of recording changes of address and of status, due to deaths, retirements, and changes of posts. Concerning these, information is difficult to obtain.

Registered Teachers who retire or change their professional address would be helping the routine work of registration very greatly by sending their register entries for alteration.

It is also extremely difficult to enlist the co-operation of those whom the Registration movement is designed to benefit. Many teachers tend to think that when their own particular interests are safe they need not consider the wider interests of their profession. Even the sectional organizations, concerned directly with salaries and teaching conditions, have to complain of the apathy of many of their members, whose active interest is aroused only when they think that their own salaries or pensions are in danger. This narrow and selfish attitude is contemptible in anybody who claims to belong to a real profession.

The Council is engaged in an active effort to establish the principle that none save Registered Teachers should be appointed as heads of schools. Negotiations with the Board and with Local Education Authorities are proceeding amicably, and it is hoped that they will end in a satisfactory arrangement. If this result is attained, the Register will acquire something of the value and importance which was anticipated when it was established by Parliament at the urgent request of the more enlightened teachers of the time.

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FROM THE OUTLOOK TOWER

1937

DURING the year that has just opened the chief task of administrators and teachers will be that of preparing for the changes which will follow the raising of the leaving age. What is described as reorganization, is, in fact, a far-reaching change in the whole pattern of our school system. The new methods which will be applied in nursery schools and nursery classes should be paralleled by new methods in dealing with pupils between the ages of eleven and fifteen. Between these stages will come the junior school and the school for infants above the nursery age. Here again it will be necessary to reconsider aims and methods and to guard against the fallacy that exact knowledge can be replaced by vague impressions. In the infant and junior stages there is room for systematic drill in the foundation subjects and it is possible to make this drill interesting and even exciting. In a public system of education it is necessary to take note of expressions of public opinion. Much of the current criticism of schools and teachers will be silenced when it is found that all children are learning to write clearly, to speak pleasantly, and to hold themselves well. These powers may be gained without sacrificing the greater aims of schooling.

BUILDINGS

ATTENTION is now being given to the structural needs of schools. A London newspaper is offering prizes for designs, and the Board are evidently anxious to encourage Local Authorities and school managers to adopt modern ideas. In this matter we are suffering from the errors of former years, when schools were built to last for a century or more, with no vision of the possibility that conditions might change and thus make the buildings obsolete long before they became derelict. Schools now under construction are planned more wisely, but there is great leeway to be made up. Of the 2827 schools originally on the Board's "Black List," 1725 have been removed, but in the past two years only 144 schools were removed. At this rate the list will not be cleared until 1960, and by that time many more schools will be worn out. Even now we have thousands of schools which are out of date and wholly unsuited to modern methods and requirements, although they are up to the minimum standard of forty years ago. During the year 1934–35, the Board approved expenditure on new Elementary Schools to the amount of over 5 millions, compared with $2\frac{3}{4}$ millions in the preceding year. Strangely enough, the Board's Report gives no corresponding figures for grant-aided Secondary Schools.

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COMMONWEALTH PROBLEMS

AT the January Conference of Educational Associations, the principal meetings were concerned with the educational problems of the various members of the British Commonwealth. Mr. Ormsby Gore stressed the importance of considering local needs and circumstances. This duty was sadly neglected in former years, when British teachers were sent overseas and took with them a complete outfit of the ideas on education which were prevalent at home. These ideas were often imposed on members of other races without any modification or adjustment. Instead of maintaining the basic principle that all schooling should explain and give some mastery over the pupil's environment, the teachers tried to turn their pupils into Englishmen. Too often they turned them into critics or into enemies of British rule.

We are still paying for this early mistake in policy, but great changes are taking place. Local needs are receiving more consideration.

The Institute of Education is now part of the University of London. Its Director, Professor F. Clarke, has had experience in South Africa and Canada, and he will be able to extend and develop the valuable work of his predecessors, Sir Percy Nunn and the late Sir John Adams, in regard to the needs of overseas teachers.

SECONDARY OR POST-PRIMARY

THE Education Act of 1902 brought about a great increase in the number of Secondary Schools. Some of these were the old Higher Grade Board Schools under another name. The development was overdue, but in one important respect it was wrongly directed. The term " Secondary " had come to be associated with a form of schooling which was mainly literary in scope and designed to fit the pupils for a university career. In reality, and for twenty years following the Act, the new Secondary Schools were retaining only a comparatively small number of pupils up to the age of eighteen. Even to-day the average leaving age is below seventeen, despite the fact that it is now the rule that boys and girls who intend to become teachers must take a full Secondary School course.

It would have been wisest to have interpreted the term " Secondary " as meaning Post-primary, bringing in all schools which were giving instruction to pupils beyond the age of fourteen. To-day we are witnessing the development of a new form of Post-primary education, given in Senior or Central Schools. At the same time the Secondary Schools are tending to make their work more practical. There is an excellent opportunity for establishing one system of Post-primary or Secondary education, sufficiently diversified in character to meet the needs of children of all classes.

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UNEMPLOYED TEACHERS

THE readers of a popular educational weekly are being invited to contribute to a fund for the relief of young teachers who are unemployed. That such help is needed is evident enough, for of those who left the training colleges last summer many have not yet obtained posts.

What is not evident is the reason why these recruits are not being used. Each of them has cost a considerable amount in the form of bursaries, scholarships, and grants for training. They represent an investment of public funds, and the most elementary business instinct would ensure employment for them as a means of getting some return for the outlay. It cannot be said that their services are not required, for we have hundreds of classes with sixty pupils on the roll and thousands with fifty. Also we have thousands of " supplementary teachers " whose qualifications for school work are very slender.

Regard for " economy " probably prevents any great increase in the number of teachers, but the young recruits would be helped if it were arranged that teachers who retire on pension should do this at the end of the summer holidays following their retirement date. This would have the effect of bringing together the periods of greatest demand and of greatest supply.

THE SCHOOL CERTIFICATE

AT meetings of teachers in Secondary Schools there are reiterated complaints of the " menace " of the School Certificate. Those who find this whip painful should try to recall the earlier days of scorpions, when pupils in the Fifth Form of a Secondary School were asking to be prepared for a wide variety of professional and business entrance tests. Even where these tests were approximately equal in difficulty they varied greatly in their detailed requirements on set books and other prescriptions. When the School Certificate was introduced the aim was to get rid of the diversity by having one approved test which the professions might agree to accept. This aim has been largely fulfilled, but a blunder was made when the School Certificate became tied up with the entrance test for a university course. The word " matric " came to be a kind of password, not to universities alone, but to offices. Boys and girls were asked to qualify for entrance to a university although they had no intention of entering one.

The Northern Universities Board have wisely separated Matriculation from the School Certificate, and their example should be followed, even though some universities may lose part of the revenue which they now obtain from people who pay matriculation fees but do not become university students.

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EMPIRE OR COMMONWEALTH

IN England we have many associations of teachers, ranging from small bodies with perhaps a hundred members to the National Union of Teachers with its roll of a hundred and fifty thousand subscribers. From time to time we hear of projects for closer union, and we are reminded that in Scotland the Educational Institute is open to teachers in all branches. So, in fact, is the N.U.T., but it was not always so. The Union originated in 1870 as a body for the protection of teachers in the public Elementary Schools.

From that time the Union has been chiefly concerned with Elementary School teachers, since they form the main part of its membership. In admitting recruits from other branches the Union is competing with sectional organizations which are smaller in size but nevertheless cherish their independence. There is little likelihood of the N.U.T. assuming the imperial purple and an overlordship of all other associations.

More feasible, given a measure of magnanimity, is a federation of the associations, a kind of commonwealth, with an agreement to work together on matters of common concern instead of dissipating energy and losing influence by rival efforts.

A BASIC SCALE

A CONSIDERABLE number of local branches of the National Union of Teachers have drawn up resolutions in favour of a basic scale of salaries. It is probable that these bodies are considering the question from a sectional point of view and are mainly desirous of removing anomalies in the scales for Elementary School teachers.

The question goes further, for a case might be established in support of a basic minimum scale for all teachers holding minimum qualifications. To this basic minimum there might be additional payments for individuals, depending on the responsibility of their work. The increasing number of university graduates teaching in Primary Schools will make it difficult to retain the old distinction between Elementary and Secondary School teachers. As things are, a graduate with an honours degree who is teaching pupils of fourteen in an Elementary School may receive a salary which is considerably less than that of a pass man teaching pupils of thirteen in a Secondary School.

There should be an agreed professional minimum for all qualified teachers. There should be additions for individuals according to the responsibilities they undertake. These additions should not be subject to scale increases. Where the local cost of living is shown to warrant local additions to the basic scale the cost of this extra payment should be borne by local rates.

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ON PROBATION

By J. EDWARD MASON, M.A., M.ED.
Director of Education, County of Westmorland

EVERY autumn thousands of young and inexperienced teachers are drafted nto the profession. Some few take to it like the proverbial ducks and go into the business with a spirit of high adventure. But for the majority it is a hazardous and nerve-racking business. For not only is it the initiation into the profession, but it is a year on which apparently all their future seems to hang. Pleasing many masters is a difficult and dangerous occupation. For have not Head Masters, His Majesty's Inspectors, and the Inspectors of the various Local Education Authorities, all to satisfy themselves that the new entrant is really suitable for the profession for which he has trained? This probationary year can easily be a bugbear. But it should not be.

We all know that what may please one head master, satisfy one inspector, will very nearly cause a fit of apoplexy in another. But the teacher's real master is the child, and any teacher who strives to serve him well will not go far wrong in his professional career. I am aware, of course, that head masters and inspectors will talk learnedly about class control, discipline, and teaching interest, as if they were not all one and the same thing and part and parcel of understanding child nature. Personally, I envy the young teacher, because no one should be able to teach more successfully and more courageously than he can. To those of us who are growing old in the service it is little consolation now to realize that we are "farther off from heaven" than when we were young.

Granted the knowledge of what is to be taught—and heaps of text-books, syllabuses, and lectures can tell you what that is, if you are so ignorant that you do not know it for yourself—the whole art of teaching lies in the manner of instruction. For the really successful teacher discipline and interest and class control do not consciously exist. To look upon them as separate adjuncts to the process of teaching is to recognize one's own failure. A teacher continually struggling for discipline is not teaching in the really best sense at all. And one does not discipline children nowadays by flogging them, by browbeating them, or even by hypnotizing them. Interest a child in what he is doing and the question of discipline is solved. The so-called disciplining of pupils is a coward's way of forcing them to attend to what they do not wish to pay attention to.

The young teacher is so near to the actual child in years that if he is really observant and critically mindful of his own childhood days he should find it comparatively easy to waylay the childish imagination and fasten it on the subject of study. At any rate, he should be more

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successful at it than we older persons who find it our business to teach him his job.

Let the young teacher, then, exploit his own youthfulness to the full. His mere vitality and energy are qualities which young children will admire, and provide a sense of leadership which they will easily follow.

But the apparent straightforwardness with which this may be accomplished should not be allowed to promote a state of easily self-satisfied complacency. The probationary year is important to the young teacher; not only for its own sake, but because it will very largely determine the whole of his subsequent attitude towards his job. When the teacher, for example, finds which of his own youthful methods of teaching are most successful, let him sit back critically and try to discover the reason why and to develop those theories still further in future practice. Thus all young teachers are naturally anxious to do things before and with their class. They will, for example, often go to almost unbelievable lengths in gathering together a wealth of illustrative matter or in planning a series of experiments with some particular objective in view. Older teachers sit back and watch—and admit that the children are really fascinated. But the truth is there—as plain as a pike staff. Teaching needs to be practical. We have theorized for far too long. The ridicule which has so deservedly been heaped upon such subjects as arithmetic and grammar has been because we of the older generation have spent all our time in explaining the theory and forgetting the practice. Scarcely ever have we allowed the children themselves to enjoy the experience and discover with increasing consciousness the principle which lies behind the fact. We have taught empty words for grammar instead of language, we have perplexed the childish mind with a multiplicity of figures, and we have denied the child the thrill of small business transactions and practical operations.

By all means let the young teacher exploit his own youthfulness and the willing, attentive attitude of his children. But let him also examine critically why these things are and determine that he will retain always something of his own youth and childhood.

EN PASSANT (DECEMBER, 1936)

"MEN in great place are thrice servants: servants of the sovereign or state; servants of fame; and servants of business: so as they have no freedom, neither in their persons, nor in their actions, nor in their times." *Francis Bacon: "Of Great Place."*

"They do best, who, if they cannot but admit love, yet make it keep quarter; and sever it wholly from their serious affairs and actions of life." *Francis Bacon: "Of Love."*

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INTRODUCING THE REFERENCE BOOK

By A LIBRARIAN

IN quite a number of towns it is now customary for all scholars on leaving the elementary school to be taken to the town's public library and there given a lesson on its use, function, activities, etc. The whole idea of such a visit is, of course, to make readers. Therefore, anything that is done actually to familiarize the scholar with the real contents of the books themselves takes preference in importance over descriptions of what might be called the machinery, or workings of the library system. Similarly, that part of the lesson designed to instruct the young reader on how to use books must be counted a very important feature of the lesson.

To describe a novel, or to whet one's appetite for it, is comparatively easy. It is only necessary to tell the story in many cases, and interest is awakened. And such a book is easily located on the shelves of a modern library, with its usual alphabetic sequence of authors. The same applies to many works of a non-fiction character. They are easily described and almost as easily found. This hardly applies to a number of reference books, though. Books of this type have to be actually used, sometimes several times, before their value and scope are understood. Then owing to their often almost composite nature, their information is shelved away from others on the same subjects.

Sometimes the school library contains a nucleus of reference books, and in such cases the habit of verifying and elucidating obscure passages, phrases or words is formed. Very often this small reference library is quite good, and often consists of an atlas, a dictionary, sometimes an encyclopædia, occasionally a gazetteer, and a dictionary of dates. Should these be carefully chosen and kept up to date their use will result in much good work. If a scholar were to purchase these on leaving school and use them regularly throughout life he would do far more than a large number of people.

At other schools there may not be this little reference library, and in any case the public library contains, or should contain, much more expensive and more important and authoritative works.

Part of the library lesson should be devoted to an explanation and demonstration of these books, and also those works which are conveniently called " quick " reference books. Among the latter the local *Register of Electors* may be cited as likely to create wonder in the minds of a young reader. Ask such-an-one where he lives and a reference to that address will give the names of all the adult people in his household. In most cases, he will be astonished.

A similar interest can easily be created by the use of the *Ordnance Survey Map*. Should the class come from one of the suburbs, or

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out-districts, it is fascinating to trace the morning's route, from school to library. From that, it is an easy step to follow a recent ramble (nowadays known by that much-discussed word "hike"). Then it seems natural to examine an atlas or a gazetteer, and one way of using either is to find a few places mentioned in the day's news. This is especially easy when a war is in progress, for did not one of our statesmen say in effect, that the only virtue about war was that it taught geography.

Another easily-explained work is the annual publication, *Who's Who*. A question readily evokes the name of some living, often local, celebrity in the public eye. A few references of this nature soon reveal the scope of the volume, and it is then an easy matter to introduce the two series of *Who Was Who*, perhaps the *International Who's Who*, and certainly the monumental *Dictionary of National Biography*.

Among other "quick" reference books *Whitaker's Almanack* must not be forgotten, and perhaps it will form a prelude to the encyclopædias. Probably the *Children's Encyclopædia* and *Cassell's Book of Knowledge* will be familiar to the young readers. If so, the word "encyclopædia" will not sound so terrifying. *Everyman's Encyclopædia* may at first supply all that a young scholar would use such a work for, but opportunity should be taken to examine *Chambers's Encyclopædia*. Above all, the *Encyclopædia Britannica* will have a fair amount of time devoted to its wonderful resources.

The different dictionaries should also come in for their share of treatment. As before, the smaller and perhaps more handy, volume should be used to introduce the larger work, in this case *Murray's New English Dictionary*, or, as it is more often termed, *The Oxford Dictionary*. Its value to journalists, authors, and speakers can easily be illustrated by a few examples; and discussion on these lines is likely to be of more permanent value than an explanation of its use to cross-word puzzle solvers.

Here it would seem opportune to introduce a dictionary of quotations.

It does not seem out of place to mention Joseph Wright's great masterpiece, *The English Dialect Dictionary*. Dialect may be dying out, yet there is something in preserving its literary features; and, if for no other reason, this book ought to be introduced to tell the splendid story of the author's life.

Then there is something in drawing attention to the literary and historical features of one's own district. It is usual to file the local newspaper, and a bound volume of perhaps fifty years ago will reveal innumerable items of interest relating to a familiar locality.

Sometimes, too, a book rarity, or some volume whose binding presents unusual features, opens up an avenue of new and profitable thought. And an examination of anything in this line tends to illustrate how broad and wide the book world really is.

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There are other volumes, too, which one can mention, and which are specially suitable as indicating lines of research. The *Domesday Book* is a case in point; and when it is explained that it represents a survey of England made by William the Conqueror, recording the then owners of the land, its condition, and the number of its inhabitants nearly nine hundred years ago, it seems little short of marvellous, especially when comparisons are made with the present time.

The Egyptian volume, *Book of the Dead*, is another work calculated to excite wonder. Its unusual appearance is perhaps sufficient. Although it consists of religious compositions compiled for the use of the dead in the other world, some of the meanings are rather vague; in fact, professional writers of so long ago as over 3000 years before Christ, hardly understood their purport.

There is another work which it may not be out of place to mention in this connection. *Autographs in the British Museum* gives facsimiles of the actual handwriting of many notable people; and, after all, an actual sample of the handwriting of someone in the history lesson or the literature class brings that particular person and his work nearer than does the printed page.

There are other books, too, but perhaps sufficient will have been mentioned to indicate the difference between a reference work and a volume which is taken home and read.

ECHO

(*From the French of François Coppée*, 1842–1903)

I CRIED out in my solitude:
"With less grief shall I be imbued
When I his name speak soft and low?"
And Echo answered me: "No, no."

"How shall I live in my distress
Which me enfolds, will me oppress,
And round me like death's shroud is thrown?"
And Echo answered me: "Alone."

"Be merciful; too hard my lot,
My heart rebels. Canst tell me not
How calumnies I may defy?"
And Echo only answered: "Die."

GILBERT PASS.

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THE REBELS

By A. H.

AT the end of the summer term, we experienced in our excellently-disciplined school a major sensation. For M—— and N——, respected, respectable members of a senior form, fell from grace. On one of their quiet afternoons, they absented themselves from school, and enjoyed a bathe in sunny waters. The arrangement of their work was such that there was just a chance that their absence might not be discovered. It was discovered. Authority envisaged a school tumbling about our ears; and M—— and N—— had an extremely bad time. For the remainder of the term they conducted themselves with Agag-like delicacy.

Everyone condemned the deed; but not everyone condemned M—— and N——. What they did, though wrong, demanded the rare virtue—courage. Other boys languish in the dusty smoke of the classroom, trying to forget blue sky and summer sea, simply because they dare do no other. Now, here is a pretty point for debate: Are M—— and N——, as creatures—not as pupils—better than the many who toil while they, the rebels, bathe?

The answer, twenty years ago, would have been emphatic and grim. But modern psychology complicates the schoolmaster's task. He must give thoughtful attention to impulse and motive as well as deed. Strong punishment, harsh condemnation, stern command—all these come under the psychologist's warning finger. They may, he says, entail repressions, years of maladjustment. Yet, if the bewildered master refrains from punishment, he is not hardening and training his charges for life's conditions. Even an attempt to interest boys in work is in some quarters regarded with suspicion; we make work, and pupil, "soft." Yet, if there is complete failure to interest a form, the teacher is "not much good with a class, you know—although he 'knows his stuff' all right!"

It's all very difficult!

Yet surely we do want—or don't we?—a youth with something of hazard and of self-assertion in its bones. Masculinity, Nelson touches, zestful living—these indicate spirit, aliveness. There is, after all, something about a rebel. And when he is young we can strongly hope that his rebellious zest will ultimately find wise and fruitful direction. Saul of Tarsus saw the light.

Youthful admiration of M—— and N—— is not, however, being encouraged at school. Any prate of the Rebel's biological supremacy would, we feel, be but coldly received by, say, an H.M.I. So the offenders have been stridently and emphatically under rebuke. Yet I think that the light in certain eyes has indicated to them that they have not been placed in the category of people fit only for permanent outer darkness.

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"MAKING THEM HEAR"

By IRENE D. SOOLE, L.R.A.M. (Eloc.), M.R.S.T.

MANY teachers suffer from voice-strain in their work. Some are put out of action from time to time by complete loss of voice, Others would like to take part in conferences and other forms of public speaking, but find that the voice that is only just adequate for the schoolroom is inaudible in a larger building.

Friends are over-ready to inform the would-be orator that they "couldn't hear a word." Pressed for reasons, their answers are vague and unhelpful. "You should try to speak UP more!" or "Your voice is too soft!" Worse still—"I shouldn't worry about it if I were you—" —remarks which leave the victim in a state of nervous irritation or hopeless depression, according to temperament. But there is nothing hopeless about it. If they can't hear you, you must learn to MAKE THEM HEAR. This is simple enough if you are willing to take a little trouble. Here are a few hints that may help you :—

YOU MUST HEAR YOURSELF, BEFORE YOU CAN HELP YOURSELF

This is not easy. You never hear yourself in quite the same way that you hear other people, because the sound is *inside yourself*. This statement can be tested. When you are listening to a buzz of conversation—stop your ears. Immediately all sound will be obliterated. Then speak, and continue speaking with your ears closed. You will still hear your own voice, but it will seem thin, toneless, and muffled.

If you are to learn to "listen to yourself" you will have to make allowance for that "extra" or "inner" voice, and try to judge the effect of your words on others, who, of course, hear only the "outside" voice. You might persuade a good-natured friend to listen to you, and between you discover *in what way* you are difficult to hear. Then you can begin to cure yourself.

NOT A QUESTION OF NOISE

Now "audibility" is not a question of *volume* so much as of *direction* of sound. If it were only a matter of noise, the street hawkers would be the clearest speakers, whereas, unless we can see what is on their barrows, we can seldom tell whether they are selling fish, wood, papers, or strawberries. Yet I have sat at the back of a large hall and heard a scene from "Macbeth" recited in whispers, with every syllable distinct. The reciter knew how to direct his breath, how to use his tongue and lips, so that each smallest sound was finished off "tidily," leaving no odd ends, no rebounds of voice, gasps, grunts, or swallowings. The hawker, on the other hand, only knew how to shout. He thought if he could make

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a noise that would carry the length of the street, his words would be heard clearly. A common mistake, and a very natural one.

"Relaxing" or "Letting Go"

Perhaps you are a tight or rigid speaker. You feel quite easy in ordinary talk, but directly you find yourself facing an audience, everything seems to "tighten up"—you blow out your chest, clench your fists, and set your jaw. Your throat feels as though it will burst, your eyes as if they will drop out, whilst you hoard your breath as though it were too precious for common use—or you let it out in jerks and gasps. After all this violent preparation, you are astonished to find that your voice is still weak and chirpy.

What you need is to "let go" of yourself. *Sit* well back in your chair do not *lean* back—there is a difference. Let your arms fall to your sides, and allow a feeling of ease and abundant leisure to envelop you, flowing down even to the tips of your toes.

Then, drop your jaw. Do not deliberately open it as you do for eating, simply let it fall open, as though you are too tired to keep it shut. You will remember that the ghost of Jacob Marley in Dickens' *Christmas Carol* unfastened the bandage that enveloped his chin and was knotted on the top of his head . . . at once his jaw dropped on his chest. That is what yours will do if you really relax.

Then, yawn gently . . . a pleasant, smiling yawn, not a wide gape—which has the effect of tightening instead of loosening the muscles. Then, murmur sleepily, "It's lovely to be lazy!" Then rise quietly, and without haste. Shoot your knee-caps well back into their sockets (they fit as neatly as the "cup-and-ball" in the old game), so that your knees are braced and you stand erect, but not stiffly. Then, draw in three short sniffs through the nose, feel your lower ribs swing outwards, then allow the breath to escape smoothly and evenly, on the sound of "s-s-s-s-s-s-!"

Now you are both relaxed and braced, and ready to begin work. When you speak, DON'T "keep a tight upper lip," but free your lips from your teeth, so that the voice may flow out in brave round sounds, instead of being squeezed and mincing, like those of the Victorian maidens repeating "Papa, potatoes, poultry, prunes and prisms" in order to acquire the fashionable "rosebud mouth." Watch the lips of public singers, especially Italians or Frenchmen, and you will notice the loosened corners, the protruded lips forming a funnel to carry the sound outwards.

Perhaps You are a Mutterer

"Don't talk in your beard—I can't hear you!" was the constant complaint of an old lady, whether she spoke to boys, girls, men, or women. She meant, of course, "Don't murmur inwardly, as though you were telling secrets to yourself." Some people's speech resembles the small

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boy's description of "pins and needles"—"Mummy, the bees are buzzing in my boots!"

YOU MUST BRING YOUR VOICE FORWARD. A good method of bringing your voice forward is to take a sentence or a line of poetry; first, "lip" it (i.e. form the words silently); then whisper; then speak on half-tones gradually merging into full voice. Perhaps the easiest sound to begin with is that of the wind. "Bunch" the lips, pushing them forward. Fancy that you hear the wind rising in the distance over the moors . . . whistling down the gully . . . the sound swells louder . . . nearer . . . swirls round the house . . . passes . . . and fades away into the night. "w-w-w-w-w-w-W-W-W-W-O-O-O-O-O-O-O-O-O-o-o-o-o-o-o!!"

When you have learned to bring your voice forward in this way, you can call again on that "good-natured friend" on whom to test its carrying-power. Stand about four yards apart and call softly: "Hul-lo!" Gradually move backwards letting the voice swell gently—"Hullo!... Hul-lo!!..Hullo-ooo!!!!!... HUL - LO - O-O-O-O-O-O!!!!!" You will now have learnt right direction of voice. Always *think* forward. Don't bother about "speaking UP"—speak OUT!

GETTING ABOVE YOUR BREATH

Another reason for inaudibility is breathiness. This is the opposite of breathlessness. A breathless person is short of breath, a breathy person has more than he can cope with. Too much air is taken in, and the speaker speaks *through* instead of *over* it. Such a speaker is like a traveller wandering on a mountain in a mist, whilst a few yards above him is brilliant sunshine.—COME OUT OF THE MIST!

The voice should float on the breath, not wade through it. The nervous amateur is inclined to gulp great draughts of air, and then hoard it. But—there is plenty more to be had! Take short breaths, and do not be afraid to use them. One can become over-conscious about breathing when one finds oneself on a platform, forgetting that one has breathed for a good many years without giving it a thought! Say what you have to say, breathing easily and naturally the while. Forget your throat, and imagine instead that your head is full of sound, and that this sound will flow down, and out to your audience. Above all, keep your nostrils clear.

THE "UNRULY MEMBER"

Of all the organs of speech the tongue is the most "unruly," and an uncontrolled tongue is one of the most common causes of indistinct speech. Especially is this the case when one is nervous. It seems to take an impish delight in tripping one up—playing all sorts of tricks that it never does in ordinary life. It will start suddenly to lisp or stutter,

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it will seem to grow to an inordinate length, or to shrink so that it can hardly reach the tooth-ridge. It will become fat when it should lie flat, and hump up its back like an angry cat, filling up the mouth when one wants a clear and open throat. What can one do to control this " unruly member " ?

Watch the tip. Perhaps you say " Jew " when you mean " dew," or " shed " when you want to say " said." In both cases your tongue-tip is too blunt and is placed too far back on the palate. Four sounds that need a sharply-pointed tongue are T, S, and Z. The breath comes out sharply, and is cool. SH, J, and CH are formed farther back, and the breath is warmer. Test this, feeling the breath on your hand. Remember that a " fat " tongue makes " fat " sounds, whilst a pointed tongue makes sharp decided sounds.

L and R need a " fan-shaped " tongue that will " flap " up and down. Nasal sounds want an accommodating tongue that has learnt to fit well into the mouth and to press the palate. Vowels need an obedient tongue that will keep out of the way, leaving a passage for the uninterrupted flow of sound.

Regular practice along these lines should, whether the voice is naturally soft or powerful, result in such perfect diction and carrying-quality of tone that the criticism of your most outspoken friends will be " nipped in the bud."—You will have learned to " MAKE THEM HEAR."

SCHOLARSHIPS TO AMERICA FOR SCHOOL TEACHERS

THE Walter Hines Page Travelling Scholarships will again be offered by the Education Committee of the English-speaking Union in 1937, to enable teachers to visit the United States of America. The Page Scholarships are open both to Secondary School and Elementary School teachers between the ages of twenty-five and forty-five, and applications for all scholarships should reach the Committee not later than Monday, February 22nd. Inquiries should be addressed to the Secretary, Education Committee, English-speaking Union, Dartmouth House, 37, Charles Street, London, W.1.

INDICTMENT

" NO one has betrayed man's hopes to anything like the same extent as the schoolmaster. No one, that is, except the clergyman, the doctor, the statesman, the merchant, the manufacturer, the working man, the psychologist, the free-thinker, the inventor, and a number of other people whose names cannot be given since they would fill a whole page." " *Y. Y.*," *in* " *The New Statesman.*"

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THE SCHOOL OF MY IDEALS

By GRETA LAMB

MY school days were miserable, and all because of "maths." I began to dread Monday morning on Friday afternoon.

It did not matter that I could manage history and geography, and shine comparatively at English. At my school it was "maths" that mattered. Algebra sharpened your brain, and geometry helped you to reason. They did not help me. When confronted by triangles and theorems, my brain became furred, and ceased to function.

I agree that girls who are going in for a scholastic career must have them, but the poor ordinary ones—no!

Now my school days are over, and I have a little girl. I determined she should not suffer the miseries of her poor mother, but go to the kind of school I used to dream of, if such a place existed. So I began a tour of the schools not a hundred miles from home. School after school I visited, but they all seemed to have that old "maths" flavour about them; coldness and spinsterhood were in the air. Surely, I thought, there must be a school with a few married women about; with their wider experience of life, and consequent greater understanding?

I wanted my daughter to learn how to live her life so that she could be her happiest, without interfering with the happiness of those about her; in short, where she would learn to be a pleasant person to live with—which is surely the most important thing in life.

History, geography, languages, yes, but what of cooking and housekeeping, to be able to carry on if mother or servants are ill? What about knowing how to order food, the different kinds and qualities, not to mention quantities (we all know the young bride who ordered a hundredweight of nutmegs!). What about babies and what to do with them when you have got them?

With all this in my mind I continued my search—until at last—but no, let me tell you from the beginning.

While waiting for a friend in a strange village, I wandered down the road, and there at a fork I saw a gem of a black and white Elizabethan house. Some children ran out, adding their youth to the beauty of its age.

After some looking and marvelling, I determined to find out more about it. The man in the little sweet shop near by told me. "It's a girls' school," he said. A school for girls——

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Silently I made a vow, when she is old enough, if the people are as nice as the house, she shall come here. Then she was only four.

During my searching, five years later, I remembered that house in the village, and went to call on the head mistress. Rooks cawed as I walked up the drive.

I was shown round. I will not go into the beauties of that house, of the gardens with the clipped yews, of the swimming pool, and the park beyond; we are not concerned with them. What I will tell you is that I found this school has nearly all married mistresses, whose husbands teach, too. So the children live in a perfectly natural atmosphere, where men are as well as women.

Men, women, and girls (soon small boys will join them) live as one big family. All are equal, and teachers realize they are there to help and advise, not to give orders, so all work together for the good of each.

There is no ghastly "maths" mistress (I soon found that out), only a charming man who shows the children how to run their own school "shop," thus learning to buy, and sell, and keep accounts.

At her half-term "Do" she took me round the garden. "Have some raspberries, and goosgogs, Mummie?" she said. "You mustn't pick them," I replied. "Oh, yes, we may, as many as we like; of course, because we *may*, people never take more than a handful. I expect if we were not allowed to we'd take tons, don't you?" There she had the principle of the school in a nutshell. Freedom, do as you like, and *because* you can do as you like—human nature being what it is—you do not want to do any of the silly things that children usually do, just for the pleasure (?) of flouting authority, because there is no authority to flout. There is a guiding hand, of course, and it must carry a heavy burden of responsibility—you know that, and so do I—but it is never seen or felt.

There are horses to ride and love, to feed, and groom. Every girl can take a pet to school, so the place abounds with rabbits, white mice, cats, and dogs.

The big girls "do" their own bedrooms, and even the little ones make their own beds.

Now, I know what you are thinking (as I did), "All this seems very nice, but what about work?" Yes, work. The girls take all the usual subjects, and as soon as possible, when they show some bent, they start to train for their future career, whatever it may be. At a certain age, if their parents wish, they take the Oxford School Certificate.

I can say no more now, just await results; then perhaps later I will write again telling how it is working out.

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IF THERE WERE NO SCHOOL CERTIFICATE

By A Senior Master

AT the moment there seems little chance of removing from Secondary Education the shackle of the School Leaving Certificate. Matters, indeed, have so come to a pass that this extraneous and academic concept of education is accepted by many of us as inevitable. Yet it is thrust upon us by the Universities, whose traditions and ideals, I submit, are totally alien to the true spirit of modern Secondary Education.

Consider these facts. Of 75,000 Secondary School pupils who went into the world in 1934, only 5.6 per cent entered universities and university training colleges. The vast majority entered professional, commercial, clerical, industrial, or manual occupations. Again, it is estimated that during the school year ended July 31st, 1935, £125,000 was paid out by the Board of Education and Local Education Authorities in respect of the examinations for the School and Higher School Leaving Certificates.

What are the conclusions? First, we must ask ourselves whether we are doing our outmost for the 95 per cent of our scholars who never see a university. The answer is an emphatic "No." If every teacher were allowed a completely free hand in the planning and execution of his syllabus of work, I think sufficiently highly of our profession to assert that this enfranchisement from a rigid, external examination would soon place Secondary Education on a higher plane of achievement and endeavour.

Further, the sum of one hundred and twenty-five thousand pounds makes us realize that examinations, like professional football, is now "big business." The press and the public take it as an integral part of Secondary Education. Pressure is brought to bear on each and every school, so that, no matter how enlightened head master and staff may be, a sense of hurry and bustle and strain for "results" enters and poisons the atmosphere.

All this is the negation of education. The one inviolable essential for steady formation of child character, for the right moulding of the child mind and the child body, is a reign of peace and unhurried progress. The aphorism that nothing done well was done in a hurry, applies aptly to teaching. Our aim is a wide one. We plan so to equip our youth that in the great and turbulent school of modern life it shall have weapons to forge for itself happiness.

* * * * *

It would be interesting and valuable if Secondary School teachers would make known to what extent their schemes of work would be altered in the event of the removal of the School Certificate bugbear. In one branch of my own subject—English, the drama—the gain would

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be immediate. Nowadays we are forced to bear in mind the inevitable Shakespeare play of the School Certificate. Wherefore we introduce our eleven- and twelve-year-olds to Shakespeare as soon as possible, in order that they may have a nodding acquaintance with some of the great Elizabethan's plays before the textual grubbing of their School Certificate year. The tendency is to begin and end with this most abstruse of dramatists. The cart is placed both before and behind the horse.

I am well aware that a competent teacher can make Shakespeare interesting to our younger children. The same can be said of Latin or Geometry. My point is that the introduction to Shakespeare is best fitted for the fourth or even the fifth year of the English course in Secondary Schools. During the first three years we must make attractive the avenues of approach. Beginning with the fairy tale and legendary type of short play (e.g., Robin Hood), we should deal with comic and tragic modern one-act plays, with the more interesting primitive miracle plays, with writers like Goldsmith and Sheridan, and even with Elizabethan plays other than Shakespeare. Too much importance cannot be laid on the actual acting of these plays by the children. By these means Shakespeare can be tackled with some degree of preparedness, and perhaps, at the end of our five-year plan, our pupils will go into the world not detesting Shakespeare quite so much as they do under the unsympathetic ægis of the School Certificate Course.

The emancipation of the drama from its present restricted aim will not be the only blessing. Head masters will be able to plan their curricula on more individual and enlightened lines. One school will cease to be the twin brother of its neighbour. Experiment will be encouraged, not damned. There will be scope for subjects now banned or relegated to an obscure nook in the time-table. And finally, the now universal demand for more physical education would be gladly acceded to, and the daily lesson in physical training become a *fait accompli*, not a pious hope.

One last word. There exists to-day a feeling that the removal of the School Certificate would bring in its wake chaos and confusion, that Secondary Schools would drift along rudderless, and that teachers would lose the incentive to work! "But how," it has been said, "would you be able to compare different schools? What will the poor employer do without his School Certificate guide?" I reply by asking, "Who can compare education? And where is there a more fallacious guide than an academic examination which places no emphasis on a child's physical and characterological qualities?"

To say that we teachers would lose the incentive to work is a libel on our profession, and I need not refute it by drawing illustrations from our Elementary Schools or from those of our Central Schools that have had the good sense not to bow to the School Certificate juggernaut.

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FOR HEAVEN'S SAKE BE CAREFUL

By LADY INGRAM

THE other day I was talking to one of the housemasters of England's most exclusive public school. He is a first-rate man at his job, broad-minded, keen, and with a double seasoning of common sense and humour.

He was particularly pleased with life because his house had just won a much coveted trophy.

"We should never have pulled it off," he said, "if Morgan hadn't played. It was a staunch performance! There's no doubt the boy's really ill, but he played magnificently!"

Frankly I was shocked that he should take this point of view.

"Surely he ought not to have been allowed to play," I said.

"Not officially. I should have had to stop him, if I had known he had a temperature," was the reply. "But I'm glad to think there *are* still fellows like Morgan, who'll take a chance for the sake of their side. It's the right spirit!"

That made me wonder.

Was it a fine and splendid act for Morgan deliberately to jeopardize his health rather than "let down" his side? Or was it simply a piece of tomfoolery to risk getting pneumonia, pleurisy, and goodness knows what complications, for the sake of a game?

Very often such a display of personal courage is tainted by the lack of moral courage. Not only young men like Morgan, but people of all ages, unblushingly make the most shocking moral cowards of themselves in their efforts to avoid being thought wanting in pluck; and it is quite possible to maintain for both sides of the argument that the other point of view is distorted and the result of having a false set of standards.

It will therefore be seen that it is easy enough to make quite an extensive list of either virtues or follies to show that Morgan was: (1) a hero; or (2) a fool. The only unanswerable conclusion one can arrive at, is that if our sons and our daughters, too, have at times to take such difficult decisions as these, they should at any rate be armed with a first-rate knowledge of the risks they run.

It is a British tradition to admire those who "face fearful odds." We teach our children to revere and honour those great Generals who unhesitatingly attacked armies that vastly outnumbered them. It is true that this only applies to those leaders who "got away with it." No one sings the praise of those wretched individuals who were overwhelmed by the even greater odds that they were brave (?), or foolhardy (?), enough to tackle. But this latter vitally important fact is not pointed out in a history lesson.

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The prize is generally commensurate with the risks that are run. The man who braves all comes through, and reaps a rich reward, but those who sing his praise often lose sight of the fact that he has probably involved others in his gamble.

Those who have the responsibility of training children are up against a knotty psychological problem when they consider the question of personal courage. Pluck—of the derring-do type especially—waxes strong on good fortune. Spectacularly plucky people have nearly always been phenomenally lucky. Brave to start with, the risks they took came off, and with each chance taken with impunity they gained more confidence.

This latter fact is particularly applicable to children. Take, for instance, two boys, Tom and Dick, being taught to ride; even if both are in the hands of the same teacher, ride the same pony, and start with an equal share of pluck and aptitude, it is still largely a question of luck whether they finish their course with equally unimpaired nerve. They are sure to have falls. And when Tom comes off he may be absolutely none the worse for his tumble. "Ah, ha!" he says to himself. "If I *do* fall it doesn't matter!" But Dick lands on his head and the pony walks on him. He's laid up, and when at last he starts to ride again, he knows just how much it may mean to him if he comes to grief again.

Those who have the welfare of a child at heart can do much by employing common sense and setting a steady example to teach them the necessary care of their health and what risks are justifiable. It is essential to steer a happy medium between the nervous, "'fraid cat," youngster, who makes a fuss about a scratched finger and trembles with fright on the edge of the swimming bath, and the utterly reckless young thing that has no regard for the laws of health and would jump from a fourth-floor window if "dared" to do so.

But is it appalling to think of the numbers of boys and girls who throw away their chances of happiness because no one takes the trouble to teach them the rudimentary laws of looking after themselves, their health, their eyesight, and their hearing.

The majority of mothers are hopelessly handicapped in any efforts they make to remedy this state of affairs. All natural normal children resist attempts from their parents to help them in this respect. And parents, in turn, lose heart, as they realize how badly their words of wisdom and warning are received, and, above all, how little effect they have, except to alienate and annoy their children.

But some day perhaps educational and health authorities will collaborate, and sane and intelligent health lectures will be a compulsory feature of every school curriculum. Modern youth must needs then give ear to facts that may mean all the world and sixpence to them.

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THE CLASSICS—A PLEA FOR DESULTORY READING

By S. W. Edge, M.A., M.R.S.T.

WHILE there is much to be said for the systematic reading of an author, there is considerable justification for reading as the spirit moves us, here, there, and everywhere; in a word—"browsing." Students of English are familiar with the exhortation to "browse." Why not classical students? Have we not Seneca's injunction, "*Alit lectio ingenium et studio fatigatum reficit*"?

Especially is this to be recommended for those who are obliged to apply themselves to the close study of an author, "*cum commentariis et adnotationibus*," etc., in preparation for an examination. It is true that few readers of school age possess sufficient acquaintance with Latin and Greek to browse in classical pastures, but it is possible that Sixth Form pupils, who have managed to acquire a genuine interest in their reading, will be prepared to turn to certain passages in their authors which appealed to them and to read portions of them again for the sheer joy of reading. Much will depend upon the manner of their approach to the reading of Latin and Greek. It is at all events possible for the teacher of classics to derive some pleasure as well as profit from desultory reading.

The ideal starting-point for classical "browsing" is a well-stocked library with a wide range of authors, covering every branch of literature of every period from Homer to Heliodorus, and from Ennius to Boethius, aye, and even medieval Latin. Such infinite variety as this might well suffice to while away the idle hour—if any—of the professional man. But this is a counsel of perfection. Such material for spending the *horae subsecivae* is not to be found outside the walls of a College library.

It is possible, however, with a much smaller range of reading, to derive some real pleasure from the casual perusal of such authors as we possess. I say *casual* perusal. The browsing which I am advocating will not tolerate the close and critical attention to the text which is called for in the classroom. And be it noted: it is this desultory reading which often reveals for the first time a familiarity with the Latin or Greek tongue for which we have hitherto looked in vain. The conscious effort to read accurately in our formal reading may defeat its own end. It will at all events retard our progress. I believe it is the hero of E. F. Benson's *David of King's* who, wearying of his attempt to wade through a Greek author with the support of Messrs. Liddell and Scott, abandoned his lexicon, and skipping certain words and phrases which

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baffled his ingenuity, read ahead to try and grasp the meaning of a passage and made the startling discovery that he could read Greek, and read it with enjoyment.

Possibly the writer is preaching to the converted. An increasing number of students have no doubt abandoned the method of " construe," and even read rapidly through an author in order to know and enjoy him. But it is to be feared that large numbers are still bound by the shackles of the conventional method. At all events there is scope for much more rapid reading than is indulged in at the present time; and the desultory reading which is suggested here will prove of recreative value to those who in their serious study have abandoned the hidebound methods of translation.

There is another point to be considered. As we are reading for pleasure, we are not limited to authors of a recognized classical period of literature. This is not to say that readers who are sufficiently familiar with Latin and Greek to appreciate the niceties of golden as opposed to silver Latinity, or Attic as opposed to Hellenistic Greek, will allow their taste to be debased by excessive indulgence in literature of a lower order. When our " highbrows " can descend to the perusal of an occasional " thriller " without losing caste, a classical student may well be pardoned for dipping into authors whose names never figure in an examination syllabus, and who only receive scant notice in a literary history. Further, it has come to be recognized that many of these neglected writers have produced some work of considerable merit. Even medieval Latin verse is at last attracting a few worshippers!

In desultory reading the choice of subject will be determined both by the reader's knowledge of the language and by his personal predilections.

As a matter of fact, this desultory reading is by no means limited to the lesser lights. How refreshing it is to return to those choice spirits with whom we kept company in our student days. Now that the incubus of examinations has been lifted from us, we approach our author with carefree minds, intent on catching the spirit of his work, even if at times we miss the letter. Not that such authors as Aeschylus and Sophocles, those greater lights in the Greek firmament, could fail to appeal to the earnest student, even when faced with an examination; but such satisfaction as the works of these dramatists may yield when read to the accompaniment of *appendices critici* cannot equal the sheer joy which comes to us when they are read without these scholastic media—when they make their appeal directly to the reader's sensibilities.

To conclude. Desultory reading is not suggested as a substitute for intensive study of the classics. The time comes when the reader must heed the warning of Horace and betake himself to more serious reading: " *Satis lusisti . . . tempus abire tibi est.*"

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JOHN DALTON AND THE ATOM

By ERIC HARDY, F.Z.S.

MUCH has been in the news lately of modern research on the atom, and the wonderful things some people believe will be possible when the immense power of the atom is harnessed, if ever it is. In all this talk of the possibilities of the control of the atom, modern amateur scientists are apt to forget the debt we owe to a Manchester Schoolmaster who was not only the founder of modern chemistry, but gave us the first great discovery concerning the atom, and opened up the possibilities of the modern wonders that have been performed with the atom at the Cavendish laboratory at Cambridge and in the U.S.A.

His name was John Dalton, but, although a schoolmaster, he was so poor that in his chemical experiments he had to use ink bottles instead of flasks, and stems of "churchwarden" clay pipes instead of glass tubing. It was in the beginning of the nineteenth century that this Manchester school teacher began to think chemical changes took place between the atoms, an atom being the smallest part of an element that can take part in a chemical change. His famous Atomic Theory was really the re-shaping of the older theories of the Greeks into a form that could be tested in the laboratory; but in addition to this, upon which his scientific fame mostly rests, he also discovered the Law of Multiple Proportion (our school-day laboratory text: "When two elements form more than one compound with one another, the weights of the one which combine with a fixed weight of the other bear a simple relation to one another"), the Law of Partial Pressure, and first distinguished clearly between elements, compounds, and mixtures.

John Dalton was born at Eaglesfield, Cumberland, in 1766, and in 1808 and 1810 Messrs. Russel & Allen, of Deansgate, Manchester, issued his famous discoveries in two volumes, entitled, *A New System of Chemical Philosophy*. The main ideas of chemistry have not changed very much since Dalton's time, though the achievements of chemistry have been many. Eight years hence will be the centenary of Dalton's death. Like many great men, Dalton died with his contributions to science hardly recognized. Now, in the history of chemistry, the name of Dalton is amongst the very few northerners listed amongst the world's greatest chemists. The first great northern chemist was the curious twelfth-century Robert, of Chester, a scholar who translated Arabic treatises into Latin, forming the first books on chemistry. Two other great northern names in the history of chemistry are the Rev. Joseph Priestley, discoverer of oxygen, ammonia, sulphur dioxide, nitrous oxide, and hydrofluoric acid, born near Leeds in 1733; and Sir William Ramsay, who discovered helium on the earth, and discovered argon, neon, krypton,

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and xenon, who was born at Glasgow in 1852. But the more prominent become the increased discoveries about the atom, so will the name of Dalton exceed all others in the foundation of chemical knowledge.

The marvellous facts known about the atom to-day startle the average reader. An atom is the most wonderful thing in the world. One may explode at a speed of 10,000 miles a second—five thousand times the speed of a shell. Some atoms live a day, some a million years. The phosphorescent light emitted from your luminous watch in the dark is due to many tiny explosions, each causing the death of an atom of radium and leaving an atom of a kind of lead behind. The atoms of our bodies move at 50,000 miles a second—if we could travel at that speed we could reach the sun in half an hour. Most atoms have a diameter of about a hundred-millionth of an inch. The most accurate fitting carried out in engineering is about one-ten-thousandth of an inch, but such a space would correspond to a thickness of ten thousand atoms

GENERAL SCIENCE

A MODERN INTRODUCTION TO SCIENCE. By W. P. D. WIGHTMAN, M.Sc., Ph.D., and A. O. CHESTERS, M.A., B.Sc. Part II. Pp. 170. Oliver & Boyd. 2*s.* 6*d.*

IN a preceding issue we had the pleasure of cordially commending Part I of a really excellent introduction to science; and we therefore welcome the publication of this second part, which deals with Electricity, Air and Respiration, Light, Acoustics, and Rocks. We need only say that the contents of this new volume fully confirms our opinion as to the excellence of the course of study provided by the authors, the skilful manner in which it is treated, and the entirely satisfactory way in which the publishers have produced it; type, illustrations, and binding all being admirable. F. H. S.

NATURE STUDY

THE SCIENCE OF LIVING THINGS. By G. A. SCOTT, T.D., M.A., B.Sc. Pp. 310. Oliver & Boyd. 3*s.* 6*d.*

BEING firmly convinced that biology, properly taught, should find a place in the curriculum of every school, we welcome the publication of *The Science of Living Things*, which provides a course of study such as cannot fail to benefit those who have at heart other interests than the passing of any given examination; while, at the same time, proving of distinct value to those who wish for success in that direction. The author is to be complimented on the excellence and reliability of his course of study, and on the skill with which he develops it. The illustrations are admirable, and the publishers have left nothing to be desired in the matter of production. F. H. S.

THE NATURE DISCOVERER'S NOTEBOOK. Pp. 48. Brown, Son, & Ferguson. 3*d.*

THE publishers are closely connected with the Scout Movement, and this little Note Book is issued for the purpose of helping Guides interested in the subject "to start on the trail of discovery in Nature Knowledge." The text consists entirely of well-chosen questions, and brief directions for general observations concerning a number of common plants and animals; and as such may well prove useful in schools in which Nature Study forms part of the curriculum. F. H. S.

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GLEANINGS

JAM TO-MORROW

"Idealism is a noble thing. It only becomes harmful when the idealists treat their ideals as realities." "*Evening News*," *London.*

IMPENDING PEDANT

"And how are you doing at school, John?"

"Chronologically I am 11 years old, my mental age is 12·5, my intelligence quotient is 108, my memory quotient 9, my ponderal index is normal, I am in class 1, and my position is third on the list. The authorities for this, uncle, are my birth certificate, the psychologist, the school nurse, and my head master."

"*The Manchester Guardian.*"

COURTLY NEWS

"In the foyer of a London hotel at lunch time yesterday there passed ex-Queen Eugenie. Her features appeared drawn and anxious. She was doubtless on her way to visit Queen Mary at Marlborough House." "*Evening News*," *London.*

NEW MODEL

"Once there were things people couldn't talk about, but now they can talk of nothing else." "*Daily Star*," *Toronto.*

DEFINITION

"Synonym: a word used when you can't spell the word you want." "*Daily Tribune*," *Chicago.*

SURVIVOR'S TRIBUTE

"I lived in East London for nine years, and except for an occasional murder we were the most peaceable people in the world."

The Bishop of London.

WIRELESS RENASCENCE

"Radio has taught my daughter to wash her teeth, obey her parents, take a bath at least twice a week, and go to the dentist and doctor without making a fuss."

A Brooklyn Mother, quoted in "The Listener."

NEW CONTORTION

"No need to despair, even if baldness is staring you in the face."

Advt. in "The Radio Times."

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SCHOOL CHILDREN MAKE EDUCATIONAL FILMS

By W. L. SPEIGHT

FILMS made in the classroom by children themselves are now being used as a means of instruction in the Middleburg English School in the Transvaal. Over a period of ten days four films were acted and produced by the senior classes, and others will probably be finished in the near future. Language and history have been chosen as the most suitable subjects for films, and the students have shown great enthusiasm in the production. Important moments in world history have been chosen for the historical films, and among those produced is one based on the French Revolution. It is stated that children delight in make-believe, and that their interest increases when seeing themselves on the screen, which in turn provides opportunity for self-criticism, especially in posture and action. As speeches are delivered in connection with the films, there are also opportunities to correct faulty speaking habits. In future films a South African atmosphere will be aimed at, and among the subjects likely to receive early attention are The 1820 Settlers, the Great Trek, and David Livingstone.

The method of taking films as followed in this school could with advantage be followed by many other schools in any part of the world. The basis of each film play is the lesson in class, and there the pupils are given the main outlines of the subjects they are to film. They are shown pictures, prints, and other illustrations of the period, which are put through the school episcope. When they have become thoroughly soaked in the proper atmosphere, the play is rehearsed a few times, and every child in the class is required to take some share in the proceedings. Then the filming takes place out in the playground. All the equipment and costumes necessary are supplied by the children, and so great has been their enthusiasm that no difficulties have been encountered in this matter.

When horses and donkeys have been required the children have brought them to school. They have fashioned the wooden weapons necessary for warlike scenes, and they have encouraged their mothers to make the period costumes so essential for period films. But as no colours are shown on the screen, and as every device likely to stimulate the imagination is used, the costumes and properties are of the simplest type.

The filming is done with a 16 mm. motion-picture camera, which does not require any high degree of technical skill to handle it, and it is fairly economical to maintain. This equipment, of course, only makes silent pictures, which is all the average school can hope to achieve. But as the children are required to learn the various speech parts, the making of the films does not lose anything because the projection is silent.

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FROM THE POST BAG

A PROBLEM SOLVED.

DEAR SIR,

I was interested in the $7/9 \times 26\frac{1}{2}$ question in THE EDUCATION OUTLOOK recently. I showed it to my Science VIth, and challenged them to find another example. Thereby I lost the value of a book prize to a cute boy, who introduced two very convenient zeros! The Form were quite interested and asked me to give a general solution, which I did. I got one of the boys to make a copy, which I enclose. As you will see, there are 76 such "correct sums."

Yours faithfully,

C. E. KEMP (Headmaster).

THE GRAMMAR SCHOOL,
CHESTERFIELD.

THE GENERAL SOLUTION

Given example :—

s.	d.			
7	9		Compare :	79
	$26\frac{1}{2}$			26
47	$4\frac{1}{2}$			474
158				58
205	$4\frac{1}{2}$	correct		2054

The answer comes correct because : (*a*) The boy takes 10 pence = 1 shilling, thus increasing his answer ; (*b*) Takes half of 7s. 9d. equal to $\frac{1}{2}$d., thus decreasing his answer. These two happen to balance.

General Solution :—

Consider xs. yd. $\times (10a + b + \frac{1}{2})$

s.	d.
x	y
	$ab\frac{1}{2}$

Work in pence

Correct $(12x + y)(10a + b + \frac{1}{2})$

The boy says $(10x + y)(10a + b) + \frac{1}{2}$

Work in shillings :—

Correct $\frac{1}{12}(12x + y)(10a + b + \frac{1}{2})$

The boy $\frac{1}{10}(10x + y)(10a + b)$ sh. $+ \frac{1}{2}$d.

Suppose the correct answer is : S.s. P.d. $+ \frac{1}{2}$

$$\therefore \frac{1}{12}(12x + y)(10a + b + \tfrac{1}{2}) = S + \frac{p + \frac{1}{2}}{12} \qquad (1)$$

$$\text{and } \frac{1}{10}(10x + y)(10a + b) = S + \frac{p}{10} \qquad (2)$$

(1) Is true because it is the correct method ; (2) Is true because the boy obtained the correct answer.

Subtract (1) from (2).

$$(10a + b)\frac{y}{60} - \frac{y}{24} - \frac{x}{2} = \frac{p}{60} - \frac{1}{24}$$

$$\therefore y[2(10a + b) - 5] = 60x + 2p - 5 \qquad (3)$$

N.B.—x, y, a, b, p, s, are all positive integers and are all, except x, y, S, less than 10. Also, from equ. (3) (or from general consideration of the problem) y is odd.

Also $p = by - 10n$ (where $n = 0, 1, 2 \ldots 9$) (4)

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If $y = 1$ $10a + b = 30x + p$
$\therefore$ $10(a - 3x) = p - b$
$\therefore$ each side must equal 0, by considering limitations on values of p, etc.
$\therefore$ $a = 3x$, $p = b$
Note that equation (4) is satisfied.
$\therefore$ values of $b = 0, 1, 2, 3 \ldots 9$
May be with any pair of:—
$x = 0, 1, 2, 3$
$a = 0, 3, 6, 9$ (Note: a is less than 10)
Giving 40 solutions.

If $y = 3$ $6(10a + b) = 60x + 2p + 10$
i.e., $30(x - a) = 3b - p - 5$
Since b is less than 10, p is less than 10, we have $x = a$
$\therefore$ $p = 3b - 5$
But $p = 3b - 10n$ from (4)
These together are impossible. *There is no solution.*

If $y = 5$ $10(10a + b) = 60x + 2p + 20$
$\therefore$ $5(10a + b) = 30x + p + 10$
$\therefore$ p must be a multiple of 5
$\therefore$ $p = 0, 5$
$\therefore$ $b = 0, 5$ from (4)

Take $b = 0$, $p = 0$
$\therefore$ $50a = 30x + 10$
$\therefore$ $3x = 5a - 1$
$\therefore$ $a = 2, 5, 8$
$x = 3, 8, 13$ *Giving 3 solutions.*

Take $b = 5$, $p = 5$
$10a + 5 = 6x + 3$
$3x = 5a + 1$
$a = 1, 4, 7$
$x = 2, 7, 12$ *Giving 3 solutions.*

If $y = 7$ $7(10a + b) = 30x + p + 15$
$\therefore$ $7b - p = 30x + 15 - 70a$
$\therefore$ $(7b - p)$ is an odd multiple of 5
From (4) $7b - p$ is an even multiple of 5
Both these cannot be true, unless $b = 0$, $p = 0$
This gives $30x - 70a = 15$
even odd
This is impossible. *No solution.*

If $y = 9$ $9(10a + b) = 30x + p + 20$
$\therefore$ $(p + 20)$ is a multiple of 3
$\therefore$ p is 1, 4, 7
b is 9, 6, 3
Take $p = 1$, $b = 9$ $\therefore$ $9(10a + 9) = 30x + 21$
$\therefore$ $x = 3a + 2$
Giving $a = 0, 1, 2, 3, 4, 5, 6, 7, 8, 9$
$x = 2, 5, 8, 11, 14, 17, 20, 23, 26, 29$
Giving 10 solutions.

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Take $p = 4, b = 6 \quad \therefore \; 9(10a + 6) = 30x + 24$
$\therefore \; x = 3a + 1$
Giving $a = 0, 1, 2, 3, 4, 5, 6, 7, 8, 9$
$x = 1, 4, 7, 10, 13, 16, 19, 22, 25, 28$
Giving 10 *solutions.*

Take $p = 7, b = 3 \quad \therefore \; 9(10a + 3) = 30x + 27$
$\therefore \; x = 3a$
Giving $a = 0, 1, 2, 3, 4, 5, 6, 7, 8, 9$
$x = 0, 3, 6, 9, 12, 15, 18, 21, 24, 27$
Giving 10 *solutions.*

If $y = 11 \quad \therefore \; 11(10a + b) = 30x + p + 25$
p is of the form $11m - 5$ l
$\therefore \; p = 0, 6$
$\therefore \; b = 0, 6$ from (4)

Take $p = 0, b = 0 \quad \therefore \; 110a = 30x + 25$
even odd
This is impossible. *No solution.*

Take $p = 6, b = 6 \quad \therefore \; 110 + 35 = 30x$
odd even
This is impossible. *No solution.*

$\therefore$ Total number of solutions = 76.

If we restrict it to sums less than £1, we exclude solutions in which x is equal to or greater than 20. There are 10 of these, all in the y = 9 group, leaving a total of 66.

ANOTHER PROBLEM

DEAR SIR,

Reading a journal a few weeks ago, I came across the following puzzle, which appears to achieve the same result as when two numbers are multiplied together. Let the two numbers be 24 and 49. Place them side by side, the smaller on the left, the larger on the right, thus :—

A	B	
24	~~49~~	
12	~~98~~	
6	~~196~~	
3	392	} = 1176
1	784	

Divide numbers in column A continuously by 2, ignoring all remainders, until the last quotient 1 is obtained. Multiply all numbers in column B by 2 as often as the numbers in column A have been divided, in this case 4 times. Cross off in column B all numbers opposite *even* numbers in column A. Add up in column B all numbers not crossed off. The total is the same as when ordinary multiplication of the two numbers is performed, since $24 \times 49 = 1176$.

I cannot think of any explanation. Perhaps your readers can find one.

H. E. COOPER, M.R.S.T.

61, WALSALL ROAD,
LICHFIELD.

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SIGHT SINGING

DEAR SIR,

Your correspondent, Mr. A. J. Irvine, in his letter on my article, "The Singing Class in French Schools," seems to have misunderstood my argument.

First of all, let me apologize for not making clear certain points. I did not think it necessary to state that I *had* ascertained that the work heard was sung at first sight; one does not wilfully make such statements in print without corroboration.

Monsieur l'Inspecteur was present at the request of M. Ducasse entirely as a courtesy to myself. His part in the proceedings was confined to sprightly comments and injunctions to listen well to the excellent advice of the teacher. When I visited the boys' school my arrival was quite unexpected, and no other visitor was present.

It seems to me that the advantage of the French system is that it is a direct staff method. That the syllables, "Doh, Re, Mi," are used is merely incidental; they are used instead of letter names in all French music teaching. Where necessary, a "diere" or "bemol" is prefixed to the name. This is easier in French than in some other languages. The sound is taught individually and then in relation to other sounds.

After this length of time I cannot remember the exact keys used, but certainly there were major and minor keys to three sharps and flats. The music master at the boys' school claims that his pupils can sing in all keys with equal facility.

I have no wish to disagree with such authorities as Mr. and Mrs. Curwen, but I suggest that, as many years have elapsed since their investigations were made, it is possible that there has been some improvement in teaching methods, and in the standard obtained. The ear tests which I heard were very fluent and were given in various keys.

My opinion of the superiority of French sight-reading generally was endorsed by other musicians. A German violinist said that she was always astounded at the ease and accuracy with which instrumentalists read difficult string quartets. A singer who does much choral work with amateurs could always be sure that the most involved Church music of any period, madrigals or other part works, could be accurately and musically read. Mr. Sem Dresden, Principal of the Conservatoire at Amsterdam, has made a tour of the musical centres of Europe, and he too expressed great admiration of the high standard of sight-reading in France.

I do not suggest that I was shown the worst samples; it was definitely stated that these schools were good, and I wrote of what I saw and heard. M. Ducasse was disappointed that I could not spend a month listening to his school.

Finally, I can only urge Mr. Irvine to go and hear for himself. Does it matter by what method musical results are obtained, if it is a good method giving good results?

Yours faithfully,

EVELYN PORTER.

11, GAYTON ROAD,
HARROW.

TEE TOTEM

"We met General Franco. I think he is a very nice man. He is a golfer, with a handicap of 2. He is received with great enthusiasm wherever he appears."

P. Dunne, M.P., in a "Daily Despatch" interview.

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BOOKS AND THE MAN

A PIONEER IN MANCHESTER

Review by PROFESSOR FINDLAY

THE name of Herford stands high in Manchester. Robust thinking, a keen desire to teach as well as to learn, sustained interest in Liberalism as a democratic faith rather than as a political creed: these qualities seem to distinguish the Herford family. The subject of this brief sketch* was born in 1820. His schooling was diversified, and included a year at Shrewsbury under Butler and two years at the Manchester Grammar School. Destined for the Unitarian ministry he prepared to become a theological student and took an Arts degree at London University, then recently founded. He went on to two German Universities, first Bonn, next Berlin. School teaching had attracted him from early boyhood; his mother had conducted a private day school of good standing for many years, and he had become deeply interested in the work. Although for some years he accepted the "call" to serve as a Unitarian minister, his deepest sympathies were engaged in the teaching of younger folk.

When another opportunity came to visit the Continent he was fortunate enough to work in that remarkable institute founded by von Fellenberg where orphans were being cared for in the spirit of Pestalozzi.

Herford was now borne on the full tide of a great movement, at once intellectual and spiritual. He continued to serve as a Unitarian minister for some years, but his energies and sympathies turned more and more to pedagogics, to teaching young people in the spirit of Pestalozzi, Fellenberg, and Froebel.

By this time he had married and had children of his own. It was something of a risk to start a small private school, but he and his wife knew what they were about. Already he was held in high esteem both in Unitarian circles, and in the highly cultivated society of German and Swiss merchant families in Manchester. There was no lack of support when in 1873 he announced the opening of a "Day School for Young Boys and Girls" in South Manchester. At first there was no Kindergarten called by that name, but when in due course a Kindergarten Training College was set on foot in Manchester, he and his wife took a prominent part in organizing it.

The next twelve years gave him a busy time, and in 1886 he decided to retire. Dr. Hicks does not say so, but one gathers that Herford had felt the strain. He was fortunate in being able to hand over the reins to his younger daughter, Caroline, who at Newnham had enjoyed the

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life of a great English University, from which her father would have been excluded by religious tests. This prudent retirement at sixty-four enabled him to keep going to a ripe old age, and to produce in 1911 a most valuable work in *The Student's Froebel* (now out of print).

This bald summary of a teacher's career in the last century has been vivified by Dr. Hicks. The reader of this review, will, I trust, be stirred to get the book. He will see how a man of dominantly intellectual leanings proved humble enough to accept the simplicities of Pestalozzi's gospel and to interpret their application as worked out by Froebel for infants.

REVIEWS

EDUCATION

I COMMIT TO YOUR INTELLIGENCE. By REGINALD CHURCHILL. Dent. 3*s.* 6*d.* net.

A YEAR or two ago Mr. Ivor Brown wrote a brilliant little book called, *I Commit to the Flames*. From this is taken Mr. Churchill's title. Apart from the question of brilliance, about which we need not vex ourselves, there is this in common between the two books—an arrangement and rejection of certain aspects of modern and post-war mentality. Canon ("Dick") Sheppard says, "This book gives the truth about the problems of sex psychology, and the spiritual reality of life." Dr. Kimmins writes, "This is a remarkable book . . . its unique value is that an extremely difficult subject is treated with considerable courage and keen psychological insight." The wrapper describes it as a "wholesome, stimulating book, addressed to boys of adolescent age; should also be useful to parents and schoolmasters."

The natural result of reading these accounts before reading the book is bound to be a feeling of Great Expectations and After. To revolt from the fantastics of an age and to find safety and sanity in the more intelligent aspects of orthodoxy is not uncommon, and it is of course wholesome. It should be enough to say that the book is sincere and intelligent, worth while in its writing, and therefore worth reading. R. J.

THE HEADMASTER SPEAKS. Preface by LORD EUSTACE PERCY. Kegan Paul. 7*s.* 6*d.* net.

THE title of this volume suggests nothing unusual. Headmasters are seldom reticent and sometimes they are voluble. The twelve whose views are set forth on these well-printed and well-bound pages are all honourable men, engaged in tasks which need hardly have been interrupted by the preparation of a book. One essay is worth all the rest put together. Mr. J. E. Barton, of Bristol Grammar School, is neither commonplace nor complacent. The rest are both, in varying degrees. In a Preface which has a lot between the lines, Lord Eustace Percy seems to be expressing agreement with the maxim that "the passion for self-justification is one of the worst of the intellectual vices." It will be a happy day when schoolmasters no longer try to apologize for their work and for their own existence. R.

THE ESSENTIALS OF PSYCHOLOGY FOR STUDENT TEACHERS. By A. H. ALLSOPP, B.A., M.Ed. Dent. 7*s.* 6*d.*

THIS work is by a lecturer in Psychology and Physiology at Pietermaritzburg, and it arose out of lectures given to Training College students. It is therefore intended mainly

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for teachers, and as a guide in the education process. Books of this kind—and there are many—have a natural tendency to conform to a type. This work differs from most of them in at least two particulars. In the first place, the author makes no attempt at "impartiality." That is, he does not assume or imply that all the variant "schools" of psychological thought are equally in the right of it. He is quite definitely not a Behavourist in the strict mechanistic sense. He frankly declares himself as a Hormic, which may be paraphrased from his own words (p. 30) to imply the belief that "every instrinctive response is purposive," even though the purposiveness varies very widely as to its purpose being consciously known, or unconsciously "known." "Even in the case of the higher animals," he writes, "there is probably only a very dim consciousness of the purpose to be achieved."

The other distinctive feature of the book is the absence of any talking down or writing down to the beginner. There is no "psychology made easy" attitude. The book, therefore, is not markedly easy; but neither is it involved or turgid. Some intelligent effort is asked of the reader, and a moderate power of concentration. This description should be taken literally, not as a polite hint that the book is hard reading. Really lazy readers, or those indifferent to the subject, may indeed be warned off—probably unnecessarily. Any training college student who lacks the will or the power to read this book intelligently is far too round for the square vocational hole he has chosen. R. J.

TESTS OF ABILITY FOR SECONDARY SCHOOL COURSES. By F. M. Earle, M.Ed., D.Sc. Univ. of London Press. 5*s*.

When the shape of things to come begins to take substance upon itself, we may need selective intelligence tests for all our colleges of the future; and here is such a one. Apart from those whose interest in mental tests is in their technique, there is matter of interest here for the ordinary teacher and for the ordinary citizen—assuming a modest amount of intelligence in the teacher and citizen. The tests themselves (given in full) ought to be published in sheet form for trial and use. The Introduction and the Summary have a general interest. But the test is in the tests. When they have been widely tried out—and quite possibly modified—we may come one more step forward in solving the examination problem. R. J.

THE PEACE PROBLEM

NEARING THE ABYSS: THE LESSON OF ETHIOPIA. By Lord Davies. Constable. 3*s*. 6*d*.

This is the smallest of the three books that Lord Davies has published on the general question of the League and World Peace; but its interest is immediate. The book has a double theme, for it is on the one hand a study of the Italy-Abyssinia incident, and on the other hand, it is an inquiry, conducted mainly in relation to that incident, of the working of the League as a system. It is an argument in favour of a definite thesis: that no failure of the League system occurred, but a failure to allow that system to work. The book is very fully "documented"; references and footnotes appear on every other page. As a corollary to the specific study of the book, there are three chapters on the Suez Canal, Military and Political Repercussions, and Federalism—this last a very interesting discussion in itself, with, of course, a reference to the great Federal States of America. Finally the Reform of the League is discussed.

There are many, even among keen supporters of the League, who will not agree with Lord Davies on every point. But there are none, either among supporters or among opponents, who will not find this book a valuable record of recent events, a shrewd discussion of the realities of the world's position, and a practical aid towards the answer demanded by that terrible question: What of the world to-morrow? R. J.

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BIOLOGY

INHERITANCE AND EVOLUTION. By W. F. WHEELER, M.A. Oxon. Pp. 116. Methuen. 3s.

BY the student of evolution and especially of the mechanism of inheritance, this little volume should be warmly welcomed, since to a deep and wide knowledge of his subject Mr. Wheeler adds the precious gift of clarity of exposition. Within its limits it contains sufficient material to meet the needs of those who are reading for such examinations as the First Medical and the Higher School Certificate; and although to many teachers much of the matter makes no special appeal, to those who are interested in Nature Study or General Biology, the latter chapters dealing with Adaptations and the evidences of Organic Evolution cannot fail to prove both valuable and interesting. Altogether the author is to be complimented upon the production of an excellent résumé of a somewhat difficult but very important subject. F. H. S.

AN INTRODUCTION TO BIOLOGY. By F. J. WYETH, M.A., Sc.D. (Cantab.), D.Sc. (Lond.). Pp. 200. Bell. 2s. 6d.

IN this shorter and simpler course of study Dr. Wyeth exhibits the same wisdom in the choice of his subject matter and the same skill and clarity in its treatment as marked his large and more detailed *Elements of General Biology*. This means that all interested in School Certificate Examinations, to say nothing of others, will find in this Introduction a stimulating and reliable guide.

Being a course of Biology, rather than of Zoology and Botany, the vital processes of living things are fully dealt with and their essential identity in animals and plants duly emphasized; while due attention is paid to the adaptation of the living thing to its environment, the one being incomprehensible apart from the other. It would be better, we think, to use the term *nectar* rather than *honey* for the sweet juice obtained by insects from flowers, seeing that honey is a distinct product of the bee's internal economy; and we are rather surprised at the lack of information given by Dr. Wyeth concerning the essential distinction between the cold-blooded and warm-blooded animals so-called; and the enormous advantage of "warm blood," which, so to speak, enables the animal to carry within its own body a climate constantly favourable to its vital activities. F. H. S.

SKETCHES FROM NATURE IN THE NORTH OF IRELAND. By WINIFRED M. A. BROOKE. Pp. 260. Carswell. 7s. 6d.

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THIS is a very useful little work with an unfortunate title. The latter suggests a much wider scope than the book attempts, and lays it open to a charge of pretentiousness. In actual fact the text is unassuming, addressed only to those in need of guidance about dramatic work in schools, and of practical use to such readers. It sets out the argument for the inclusion of the acted play in school curricula, and presses for an organized scheme of work. It outlines a chronological syllabus of suggested plays, beginning with symbolic dances, mimes, miracle and morality plays, and ending with modern one-act plays. There are obvious objections to the scheme, or perhaps one should say obvious difficulties about it, which the author doubtless realizes as much as anyone. But at all events he offers a scheme with a definite aim behind it, worth consideration, even if full acceptance does not seem practicable. He adds some sound notes on casting, costume, staging, advertising, and the question of royalties. J. V.

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HISTORY

THE HISTORY OF HELSTON. By H. SPENCER TOY, M.A., B.Sc. Oxford Univ. Press. 42*s*. net.

THE author of this book is the Headmaster of Launceston College, Cornwall, and he has spent over twenty years on the self-appointed task of compiling a history of Helston, known to most of us only as the home of the prehistoric "furry dance." He has transcribed a large number of documents stored in the Public Record Office, the British Museum, and among the Helston archives, adding a modern version where necessary. The Town Clerk of Helston, Mr. J. Percival Rogers, has written a section on local genealogy. The result is a book which ranges far beyond the scope indicated in its title. The index contains some 7500 references. The author is to be congratulated on completing successfully a task of this magnitude. If his example is followed in every city, town, and village, the historian will have material for a new and different kind of general history of England. R.

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MAN AND HIS CONQUEST OF ENGLAND. By R. WELLDON FINN, M.A. Pp. 118. Heinemann. 2*s*.

IN a Preface addressed to the teaching profession the author defines the aim of this interesting little volume as being exactly what the title says it is. That, however, is somewhat ambiguous. Actually Mr. Finn gives us a brief record of the manner in which "man" has overcome what obstacles he has encountered in England as a habitat. The fifteen chapters that go to the making of this record are concerned with the kind of history that really matters—history that cannot be regarded as consisting of a mere record of a dead past, if only because the present cannot be understood except as the outcome of the past; just as the future must be the outcome of the present. For this and other very good reasons, we welcome Mr. Finn's work and express the hope that its success will be commensurate with its merits, which is by no means always the case with meritorious publications. F. H. S.

THE STORY OF THE BIBLE: A POPULAR ACCOUNT OF HOW IT CAME DOWN TO US. By SIR FREDERICK KENYON. John Murray. 3*s*. 6*d*.

THIS little book, by the Chief Librarian of the British Museum (from 1909 to 1930) is the latest, and in many ways the best "popular" account of the English Bible, its sources and its history. It is authoritative, it is reasonably catholic, and it contains in essentials the whole story. This generation perhaps feels less the fascination of that story than did the last, or the one before. In 1881, the publication of the Revised New Testament was a national event. Five thousand pounds was offered—in vain—for an advance copy. A million copies were sold on the day of issue, and the streets round Paternoster Row were blocked by vans loaded with new New Testaments. Yet the interest aroused by the purchase of the Codex Siniaticus shows that the 1930's have not forgotten the 1880's.

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The books has some good reproductions of manuscripts and title-pages. R. J.

A HISTORY OF ENGLISH LIFE. By AMABEL WILLIAMS-ELLIS and F. J. FISHER, M.A. Vols. 3 and 4. With Illustrations and Graphic Statistics by WILMA HICKSON. Methuen. 3*s*. each net.

A REVIEW of Volumes 1 and 2 of these school histories has already appeared in the OUTLOOK. The main thing now to be said is the obvious one—that the features of the earlier volumes are those of the later; the attractive and informative illustrations, the continuous concern with "English life," the book notes for further reading. Robert Owen, the Webbs, John Burns, and their like, walk into these pages as naturally, and much more effectively, than did Empson and Dudley and Piers Gaveston in the older school books; naturally, because they are much more concerned with and much more concern "English life." There is a delicious sketch of "Victorianism," with two amusing "Then and Now" lectures on pages 59 and 153, Volume 4. R. J.

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THE MARCH OF CIVILIZATION. By GEORGE GUEST, B.A. Pp. 236. Bell. 2s. 6d.

By those who agree—and who does not?—that the study of history should not be confined to that of the Homeland, this admirable volume should be warmly welcomed. Dividing his subject into four parts, the author deals very clearly and interestingly with Ancient Civilizations, Early European Civilizations, The Middle Ages, and The Modern World; his thesis being the gradual progress of man from the stage of the nomadic food gatherer to his present state of civilization. Mr. Guest has produced a really excellent review of human progress as the fruit of the activities of many peoples, which is rapidly becoming the common possession of mankind; and as such it cannot but prove extremely helpful to those who wish to follow the recommendation of the Board of Education and see that their history syllabus is not confined to British history, important and wide-reaching as that undoubtedly is.

F. H. S.

GEOGRAPHY

A GEOGRAPHY OF AFRICA. By H. ALNWICK, *M.C.*, B.A. (Cantab.). Pp. 412. Harrap. 4s. 6d.

THIS excellent volume belongs to the Third Series of the publisher's New Geography Series, to preceding volumes of which the attention of our readers has been directed in these columns. Under the extremely capable editorship of Professor R. N. Rudmose Brown these new Geographies have maintained a uniformly high standard that renders it a pleasure to commend them to those for whom they have been prepared.

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LOCAL GEOGRAPHY. By HERBERT HATCH, M.Sc. Pp. 80. Blackie. 1*s.*

THIS is a very helpful and stimulating little book in which the author has embodied some part of his experience as teacher and examiner in geography, his expressed purpose being to offer "some suggestions for observation and inquiry regarding the Home District." It is designed to give the children such as attend senior schools and the lower Forms of Secondary Schools, something to do, something which will develop mental alertness while adding considerably to their knowledge. They are asked to make original observations and to answer questions on such subjects as direction and position, weather, physical features, mining and manufactures, transport, trade, and other human activities; and sundry hints and information are given which should greatly help the youthful inquirers. Diagrams and other similar illustrations are entirely omitted, the pupils being left to make their own diagrams and to collect pertinent illustrations. F. H. S.

THE ROUND WORLD. By J. FAIRGRIEVE, M.A., F.R.G.S. Pp. 116. Black. 2*s.*

THE fact that this is a reprint of the fourth edition of the author's *Elementary Geography*, which was first published in 1908, is sufficiently eloquent of its merits, and renders any further comment on our part superfluous. F. H. S.

A JUNIOR GEOGRAPHY OF THE BRITISH ISLES. By C. E. CLOWSER, B.A., F.R.Met.Soc. Pp. 80. John Murray. 1*s.* 6*d.*

WE cordially agree with the practice of making a preliminary survey of the Homeland before studying the regional geography of the rest of the world, and for this purpose we know of nothing better than Mr. Clowser's latest contribution to geographical literature, in which he provides a broad but admirable synthetic study of the British Isles. Especially intended for use in senior schools, this small volume should receive a warm welcome in Elementary and Preparatory Schools, seeing that it contains a fairly simple course of study which is emphatically worth while. Each of the seven chapters is excellently illustrated, and is followed by a very helpful summary. F. H. S.

SENIOR PRACTICAL GEOGRAPHY: TEACHER'S BOOK. By E. J. ORFORD. Pp. 132. Univ. of London Press. 4*s.* 6*d.*

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THE ROYAL SOCIETY OF TEACHERS AND REGISTRATION

The Royal Society of Teachers is so called by command of His Majesty the King. It is a body of teachers made up of those who have been admitted to Registration by the Teachers Registration Council, a body representative of all types of teaching work, which is elected every five years by the Universities and the Registered Teachers of the country. The Council itself was authorized by Parliament in 1907 and established in 1912 to carry out the duty of forming and keeping a Register of Teachers, arranged in one column with the names in alphabetical order. Although the Council was thus established by Parliament, it receives no Government grant, nor is it controlled by the Board of Education.

It has already admitted over 91,000 teachers to Registration, all of whom are Members of the Royal Society of Teachers. To-day the Conditions are such as ensure that the Registered Teacher will possess at least reasonable attainments, and have undergone a period of satisfactory experience. A Training in Teaching is also being gradually established as an indispensable requirement.

Teachers in comfortable positions may ask what use is to be found in a Register such as the one maintained by the Council. It is unfortunate that corporate memories are so short and that teachers of one generation are apt to forget the efforts of their predecessors. During the latter half of the nineteenth century no fewer than twelve Bills were introduced into Parliament, with the object of securing a professional register for teachers. Several of these efforts were misdirected, since they would have had the result of dividing teachers into different classes, such as elementary, secondary, etc. But unity is essential in a true profession, and that is why the present Register is arranged in alphabetical order and in one column. A profession must be independent also, and that is why a fee is required for admission to the Register. This is a single and final payment of Three Pounds.

Those admitted to the Register become Members of the Royal Society of Teachers without any further payment or any annual subscription. They are entitled to use the letters M.R.S.T., and these, it may be expected, will in due time gain the significance of such letters as F.R.I.B.A. or M.I.M.E., indicating not merely Membership of a Society but the possession of definite professional knowledge and status. The Teachers Registration Council aims to secure that none save Registered Teachers (M.R.S.T.) shall exercise professional supervision over the work of other teachers. It is clear that men and women who have been at pains to fit themselves for the work of teaching and to have their fitness duly tested by their own representative body should not be required to work under the direction of persons who have not thus established their professional standing.

Although the Register has made good progress so far, there are still many qualified teachers who remain outside, and it is urgently necessary that they should come in at once in order to support a movement which is the outcome of years of effort and is destined to establish the teacher's calling on a definite professional basis. In the earlier stages of all corporate movements, including every association of teachers, there is the difficulty created by people who prefer to hold aloof until the work of the pioneers has begun to bear fruit. It is hardly a meritorious thing to withhold one's help while grasping the benefits which others have secured. Teaching may be raised to the level of a real profession if everybody concerned displays the right spirit of generous support at this stage.

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THE EDUCATION OUTLOOK

Honorary Editor: FRANK ROSCOE

Summer 1937

Volume XIV, No. 2

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THE EDUCATION OUTLOOK

VOL. XIV. NO. 2 *SUMMER* 1937

HOMEWORK

AT the end of May the Board of Education issued a pamphlet bearing the title " Homework." It may be obtained through the Stationery Office for 1*s.* 3*d.* net, and for this modest sum teachers and education authorities may gain much light on social conditions as affecting work in State Secondary schools, on some hitherto little regarded results of special place examinations in Elementary schools, and on the dangers of the School Certificate examination as now conducted.

The inquiry was undertaken by the Board's inspectors, and it covered schools of all types—Elementary, Secondary, and Technical. It was instituted, as may be gathered from the introduction to the Report because " during the last decade or so the problem of homework has attracted steadily increasing interest throughout the country. This increasing attention has coincided with the rapid development of facilities for Secondary education, and also with the increased importance with which the possession of a School Leaving Certificate has come to be regarded."

The main body of the Report confirms this statement. We are told that homework is becoming a feature of Elementary school work and that in some schools it is expected from infants under seven years of age. Presumably these demands are made as part of the preparation for special place examinations, and we learn that the parents of some Primary school pupils are aggrieved if homework is not prescribed for their children.

The investigators state that the Board strongly deprecate homework for infants, but beyond that stage they suggest, with reservations, that on five nights a week pupils up to fourteen years of age may have one hour a night of homework, while between fourteen and sixteen they may have one and a half hours. The argument for homework is at bottom only an argument for unaided or independent effort. In practice the day school pupil is often helped by a parent or an older brother or sister. Also the home conditions may make homework almost impossible for a special place pupil.

Independent work might be done in the school with better results and a better effect on the powers of application. For this purpose an extended school day would be justified, since it would enable the day school pupils and their parents to enjoy untrammelled leisure in the evenings.

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FROM THE OUTLOOK TOWER

ROYAL SOCIETY OF TEACHERS

THE quinquennial election of the Teachers Registration Council has been held. This is the statutory body which acts as the Executive of the Royal Society of Teachers and is responsible for the compilation of the Official Register of Teachers as ordered by Parliament in 1907. In its constitution it includes representatives of every branch of teaching work. The recent election brought eighteen changes in membership, and a further change has been rendered necessary by the regretted death of Mr. Hugh C. King.

At its first meeting the new Council re-elected as Chairman, Sir W. Ross Barker, who thus continues the work which he undertook in the early part of 1936. He and his colleagues are still confronted by the problem of making registration effective by securing for the Registered Teacher some measure of special consideration such as is given to registered members of other professions. It is difficult to understand that although registered doctors and dentists are required to supervise the school medical service, the intellectual and moral training of children may be supervised by unregistered persons whose fitness for the work has not been tested.

THE AMATEUR IN TEACHING

LET it be admitted that there are men and women who have a natural aptitude for teaching. A similar truth might be affirmed in regard to the practice of every calling. But we do not accept as a qualified doctor the man whose sole equipment is a "good bedside manner," nor would Demosthenes himself be allowed to practise advocacy in our High Court unless he had been duly admitted as a barrister. There is no special reason for entrusting the amateur, however amiable, with the training of children. Where amateurs or semi-qualified persons are employed in schools they should work under the responsible direction of professionally qualified teachers whose credentials have been examined and approved by a body of representative members of the profession.

As teaching is now increasingly a form of public service it may be thought that the control of entry is a matter of public concern and one which should not be left to the profession alone. This may be the reason why the Teachers Registration Council has invited the help of the Local Authorities in determining the Conditions of Registration. The invitation is not yet accepted, possibly because some representatives of the Authorities fear that their freedom in making appointments may be curtailed. Any such curtailment would be governed by the Conditions of Registration, and these the Authorities are asked to help in framing.

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FEDERATION

INASMUCH as we are all to some extent in bondage to words, the title, "Royal Society of Teachers," is open to misunderstanding. In its origin it was adopted for the sole purpose of enabling Registered Teachers to obtain a designation (M.R.S.T.), such as might come to be understood by the public, much as the letters "F.R.I.B.A." or "M.I.M.E." are understood. The "Society" in this instance has no specific function beyond registration, nor does it encroach on the functions of the many associations of teachers which exist mainly to promote directly the economic interests of their members.

Yet another attempt is being made with the object of bringing about a closer federation of those associations which are concerned with the interests of Primary and Secondary school teachers. It is difficult to see how any close or lasting federation can be formed so long as each association conducts a separate recruiting campaign, and so long as the National Union of Teachers claims to recruit teachers in all branches. The N.U.T. is, and must be, mainly concerned with teachers in primary schools, and even in this field there are two rival bodies which had their origin in the controversy on equal pay. It is possible to foresee a commonwealth of the separate associations but hardly an empire, governed by the N.U.T.

A UNIFIED TEACHING PROFESSION

WHILE each association of teachers may rightly claim to exercise its own functions and protect its own members, it is evident that on the purely professional field teachers in all branches have the same problems. Much waste of energy is involved if each association conducts separate investigations into these problems and refuses to co-operate with the others. It is greatly to be regretted that the effort to establish an Educational Research Council has been abandoned. Such a body might have acted as a clearing house for the investigations carried on by institutions, associations, and individuals. Without attempting to conduct research on its own account it might have become a symbol of a unified teaching profession.

A matter of even greater common concern among teachers in all branches should be the standard of admission to their ranks. Here they have the machinery created by Parliament in response to requests repeated over a period of sixty years. There can be no real unity among a body of qualified teachers who are content to accept as colleagues persons who undertake teaching for no better reason than because it offers a cheap alternative to other occupations and can be entered without satisfying a test. In these days it is more difficult to obtain leave to drive a motor car than it is to become a "teacher" or even to establish a school.

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REPORT ON HOMEWORK

THE Board's Report on Homework brings out very clearly the effect of examinations. It is astonishing to learn that in public elementary schools homework is prescribed as part of the preparation for the examination for special places in Secondary schools. Even more astonishing is the statement that homework is sometimes demanded from infants. In the Secondary school it is held to be necessary as part of the preparation for the School Certificate Examination. A gathering of head masters has been found to declare that homework is essential as part of the process known as character training. Apparently there is some special virtue in trying to pursue knowledge in the family circle, with a loud-speaker or gramophone making "noises without."

These head masters should think again and try to understand the home surroundings of many pupils in the modern day Secondary school. Independent and unaided effort is certainly indispensable in the training of youth, but it should not be made futile in any degree by home conditions. For many pupils homework is almost worse than useless, and it should be replaced by regular opportunity for private work in school. The arrangements for "prep." in a boarding school afford an example of what may be done.

EXAMINATIONS AND HOMEWORK

IT is evident from the Report that the work of the Primary schools is being influenced to some extent by the Special Place requirements of the Secondary schools, while the work of the Secondary schools continues to be influenced by the entrance requirements of universities. Yet it is known that only a small percentage of Primary school pupils will enter Secondary schools, and that no greater percentage of Secondary school pupils will enter universities.

We are in danger of considering the interests of one pupil at the expense of the interests of nine. It was never intended that the School Certificate examination should assume its present character or be associated with university requirements for matriculation. The universities would be taking no great risk if they accepted success in the Higher Certificate unconditionally as a matriculation test. They should not accept the School Certificate, however many credits are obtained, since this Certificate is intended for pupils of average ability at or about the age of sixteen. At this age no boy or girl would be admitted to a university course, and it is therefore unnecessary to suggest that they have "matriculated" or "got matric," as the phrase goes in business circles where its meaning is not known.

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PHYSICAL TRAINING IN GERMANY

A COMPANY of investigators was recently sent out to Germany by the Board of Education with instructions to examine the system of physical training now in vogue there under the Hitler dispensation. The Report has been published by the Stationery Office and it provides matter for consideration, although there is little that is worth importing to this country unless we are prepared to become a nation of robots governed by a gang of bosses whose edicts we may not ignore save at our peril.

Nobody will question the value of physical fitness for its own sake, but where physical fitness is sought only or mainly as a form of preparation for killing or being killed at the behest of irresponsible and self-constituted rulers of a State, then it is misdirected and mischievous.

Reading between the lines of a report which is official and therefore restrained, it is easy to see that the admitted merits of the present German system of physical training are heavily discounted by its military purpose. The State is claiming to override the individual in a fashion which recalls the practice of ancient Sparta and in a strange forgetfulness of the conditions of modern warfare. These conditions make it possible for a comparative weakling to release enough poison gas to wipe out scores of muscular warriors.

THE BRITISH AIM

IN this country we should ignore the military side altogether and concentrate on promoting physical fitness as an aid to happiness in life. The records show that a vast deal of misery and economic loss result from preventible illness. The cure will not be found by the simple device of imposing a system of " physical jerks " on every child and every youth. For many children in our Primary schools the first need is better nutrition. It is sheer cruelty to compel them to exercise bodies which are underfed or improperly fed. The lassitude which accompanies the want of proper food and of adequate sleep is only too familiar to teachers in our poor districts. They know how difficult it is to conduct a lesson in physical training or even to persuade some children to play any game with zest.

For these youngsters a gymnasium and a swimming bath, however costly and well-equipped, will be something of a mockery until we have ensured that proper meals are available either at their homes or in school. Recent investigations in Lancashire show that a midday meal in school has a remarkable effect in promoting the physical welfare of children. Even those coming from good homes got benefit from the varied menu.

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GERMAN UNIVERSITIES TO-DAY

A VOLUME entitled *The German Universities and National Socialism*, written by Edward Yarnall Hartshorne, and published by Allen and Unwin, gives a valuable account of conditions in modern German universities. We learn that the number of students has fallen from 130,000 in 1932 to about 65,000 to-day, and that in science the research is being directed to warlike ends.

In the arts faculties the last vestiges of "academic freedom" have gone. Professors are forbidden to lecture or to publish books unless they are able to prove their pure "Aryan" descent. Not less than 1500 scholars have been ordered to remain silent, and many remain silent from fear of losing their livelihood. New appointments will be reserved for those who have seen service in a labour camp, in the army, and in a special camp—"Dozentenlager"—where they acquire the Nazi philosophy.

There is a National Student Leader who appoints a Leader for each university. This functionary has more power than the Rektor, who is no longer chosen by the professors. Not long ago all university Rektors were warned against taking disciplinary action against students without first consulting the Minister of Education. The picture thus presented would be wholly grotesque in its humourless absurdity if we did not remember the contributions to learning made by German scholars in happier days.

AN ECHO

THE following quotation, recently reprinted in *Nature*, appeared originally in the *British Annals of Medicine* under the date April 21, 1837. A century has passed, but the quotation applies to present-day conditions in Germany as seen from outside.

"Germany at present is in a very anomalous position. Her people are the best scholars in Europe, but they are without political freedom; they know nothing practically of representative self-government. . . . Government—paternal government—is carried to a revolting extent. Absolute ministers dictate to the people—a full-grown adult people—what they shall read. Only a certain number of foreign newspapers can enter Prussia, the Press is submitted to censorship. . . . Schonlein, Oken, Arnold—names which, pronounced before a German student, make his countenance light up with recollections of glowing thoughts and revelations of Nature—the most illustrious men have been driven, for liberal opinions, from their natural spheres—from the unnatural country, of which they were the glory, and are the shame."

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RELIGION IN BLACKPOOL

THE Blackpool Education Committee, acting on the advice of a newly appointed Director, recently decided that pupils in provided schools should be offered the opportunity to attend church or chapel on school days. The Anson by-law permits an arrangement of this kind, providing that the parents desire it. At Blackpool the by-law had not been formally adopted, but the Committee, which includes several teachers, approved the scheme.

Trouble began when teachers in provided schools were asked to accompany pupils to church or chapel. It was understood that these teachers would be required only to convoy the children and that they would attend only the places belonging to their own religious body. Nevertheless the scheme is regarded by the N.U.T. as an infraction of the law which precludes denominational instruction in provided schools. This view is tenable, and there are manifest objections to any requirement that teachers in provided schools shall include in their professional duties any share in giving denominational instruction.

Although the teachers who are willing to act as convoys may not be required to take any active part in the proceedings in church or chapel, there is thought to be a risk that appointments and promotion may be influenced, and that teachers who hold aloof will be penalized indirectly.

A SENIOR SCHOOL PROBLEM

UNDER the present regulations senior (or Hadow) schools rank as public Elementary schools, and in some of the districts in which senior schools are being established under schemes of re-organization the Anglican and Roman Catholic clergy are naturally anxious to retain denominational religious instruction. To secure this the bodies concerned must be ready to spend considerable sums of money in building new schools or in adapting existing Elementary schools to the wider needs of the Senior school as contemplated by the Consultative Committee. The Board's requirements are reasonable, but they will not be met by merely changing the name "Elementary" into "Senior." Even with the aid of the building grant promised by the Government the denominations will find it difficult to establish Senior schools everywhere.

It has been suggested that instead of shouldering a new and heavy burden of expenditure the Church of England might accept the view that Senior schools in general should be "provided" schools, leaving the junior schools as "unprovided" and therefore able to provide denominational religious teaching. By this plan the Church would retain its present influence over pupils up to the age of eleven and over, a period almost as long as that which was possible in the days when children might leave the public Elementary school at the age of twelve.

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JOHN AMOS COMENIUS

AT the beginning of May there was dedicated at Naarden, Czechoslovakia, a mausoleum erected on the site of the burial place of Jan Amos Komensky, better known here as John Amos Comenius. It would be an appropriate thing if we were to devise some national memorial to Comenius, for it is to him that we owe the basic principles of our present methods of teaching infants and juniors. More directly we owe to this exiled Moravian bishop the establishment of our Royal Society. His part in this enterprise has been admirably described in a book written by Dr. R. F. Young, Secretary of the Consultative Committee of the Board of Education. It is entitled, *Comenius in England*, and it contains the results of much scholarly and painstaking research. In his *Great Didactic* Comenius describes the purpose of national education thus:

"It is not proper that only the children of rich and noble be sent to school, but all without difference, highborn and lowborn, rich and poor, boys and girls in all cities, towns and villages. This because those who are born human are born for the purpose of becoming human beings; that is, intelligent creatures. Nor is there any sufficient reason why the weaker sex should be kept away from the arts of wisdom."

BROADCASTS AND FILMS

THE Central Council for School Broadcasting has issued the programme of broadcasts to schools for the period September, 1937, to June, 1938. The pamphlet may be obtained by any school on application to Broadcasting House. It is well worth reading for its own sake, and in many respects marks a notable advance on earlier programmes. The sections on the possibilities of school broadcasting, classroom use, and the choice and maintenance of sets are helpful without being dictatorial. It is evident that they represent the garnered experience of teachers who are using the medium.

A short section on visual aids in teaching reminds us that in Scotland the Educational Film Association has co-operated with the Scottish Council for School Broadcasting in selecting films to illustrate the broadcast talks on geography. It remains to be seen whether this device is more effective than a straightforward sound film in which the picture and the talk are synchronized beforehand.

There is room for a great extension of the use of films in school, but the cost of apparatus and the lack of an electricity supply are hampering developments at present. The Board of Education are prepared to recognize expenditure on broadcasts and on films for grant purposes.

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PHYSICAL FITNESS AND TRAINING—THEIR RELATION TO THE TEACHING OF PHYSIOLOGY AND HYGIENE

By FRANK W. BRITTON, D.Sc.

It is the aim of every teacher of hygiene to develop in the pupil's mind a type of "health consciousness," so that later in life there will come a nation-wide demand for only the very best and purest in food, drink, and clothing as far as the individual is concerned, and in building, where it concerns the family and social "housing" of the person. Such a recognition of health principles may best be accomplished through an understanding of the functioning and care of the human body—the aim being to establish a perfect harmony of body and mind. Sir Leonard Hill, in his recent Presidential Address to the Sanitary Inspectors Association, asks educational authorities, "Might not a little less teaching in schools of the dates of the Kings of England and a little more of the principles of cleanliness be of advantage?" Certainly it would, but if by "dates" he refers to "dry as dust" cramming of irrelevant facts, this could profitably be substituted by a study of the prevailing conditions of life so as to compare those conditions with the present—thus tracing the gradual development of economic science right up to the present day. History then, treated as a "living" study, may be of the utmost benefit to the student of hygiene by showing him what strides have been made in the control of disease—commensurate with the crowding of people into communities or cities. Most teachers will agree that it is futile to segregate knowledge into isolated compartments so that subjects have little bearing one on another. There should be a consistent regard and consideration for co-ordination in every branch of learning, for this adds to the interest of each subject more than anything else.

Dealing now with physical fitness—it is a difficult thing to understand what exactly is meant by the expression—it is understood to refer to perfect health or conditioning of the body in order to do some particular task or job in life. But it is easy for a person to be fit to do one class of work but not another, just as it is possible for a child to accomplish one set task with the greatest of ease, yet expend a tremendous amount of energy on another. I take it there should be physical and mental aptitude for a certain job which fits the individual for it. I have read that the question of a teacher's weight, for instance, was raised in connection with the dismissal of a teacher in New York—apparently she exceeded the limit of 150 pounds. Surely such a restriction has no reference to incompetence? Naturally it is necessary to consider the effect of an

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unattractive personality upon the mind of the growing child—especially when that mind is slowly developing to a consciousness of health and beauty—it may not accord with early conceptions of truth, having deviated from the natural expression of physical perfection. All these matters can have a profound effect on the youngster.

However, our considerations are for the method rather than the suitability of the teacher. It is essential though, that the physical-training master or mistress should possess as attractive a personality as possible in order to practise what he or she preaches! Children learn to emulate grown-ups, and their play reflects their dislikes and likes; it is therefore evident that a teacher should be an example, with the best of intentions and influence over his protégés.

In Germany the standard of physical fitness is very high indeed. It is worthy of mention that our own Board of Education is interesting itself in the methods employed in the Berlin schools. Representatives of the Board are studying these methods and also gymnastic and physical culture displays at various centres and industrial undertakings. The general co-ordination of the above with voluntary organizations in this country will have Governmental support through the Ministry of Health, the Ministry of Labour, and the Board of Education. This is the start of the recent proposal presented by Sir Kingsley Wood to the House of Commons on November 6th. Stress was placed on the importance of diet as constituting one of the chief factors of the nation's health.

Concerning nutrition and the school child, it appears that from the examination of 189,000 children, 94.3 per cent were satisfactorily nourished. This is a most encouraging report, and it should be comparatively easy to rectify the remaining percentage of cases of malnutrition. The question, too, of stamina and nutrition is important, and one which is in reality unconnected with body build. A point raised by Sir Leonard Hill in the address already alluded to makes this clear, for big children fed on excess carbohydrate and deficiency of protein are not necessarily vigorous. Indeed, the case is often the reverse—smaller children are sometimes more alert and have greater reserves of energy—it is chiefly a matter of feeding, a balanced diet being essential both for body-building and also the potential reservation of nervous energy.

But there is one point in Sir Leonard's address to which we might take exception—that a Secondary school and university training should be denied all those who could not show a certificate of physical fitness. Naturally, the question again arises which we have just dealt with—of what does such "fitness" consist? Some of the finest work in the world has been done by people who have been decidedly deficient physically. Genius is often coupled with poor physical development. Of course, ideally, the exclusion of the physically unfit might be the correct system, but I am of the opinion that many years must elapse

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before such an elimination can come about. The process no doubt will be slow, sure, and inevitable in the long run, for if educationists have the handling of the physical as well as the mental training of the future generation, by starting at the unfolding stage of the child's personality, the latter will gradually imbibe the important facts of hygiene.

A great danger in the scheme of training for physical fitness is the sudden change from a quiet, orderly life, to one of strenuous exertion. We have all noticed, or at least read, of the collapse of individuals who have been advised to take up the "hardy life," and generally lead as Spartan an existence as possible, in order to build a robust body. The matter is largely overdone and serious harm may result. Even in the young, exercises should be carefully graded. Naturally a certain "fitness" is essential if the grown-up worker is to maintain his equilibrium in the rush of modern civilization—but such a fitness must be the outcome of careful training through childhood and adolescence —a training, too, which must involve no danger of strain. The great asset to all forms of physical training is a knowledge of the principles of physiology and hygiene coupled to an understanding of the personal requirements of the individual.

An excellent move on the part of the Board of Education is the future provision of necessary clothes and shoes for physical training in elementary schools, the curricula of which might be drawn up along the lines of the nine fitness tests compiled by the Newton Abbot Secondary School. The tests are these: (1) 100 yards sprint in 12 seconds; (2) Run 4 miles in 25 minutes; (3) Jump over 4 feet; (4) 6-feet high dive; (5) Swim 100 yards; (6) In gymnasium, ascend and descend rope, using arms only; (7) Circle from the back, hanging to balance support; (8) Balance, march backwards on the round side of a beam; (9) Handstand vertical for 4 seconds. The average age of boys obtaining such certificates would presumably be 16; it is stated that eleven boys have already gained certificates although the tests have only recently been imposed. Referring to the last test (No. 9)—handstand—there is an article in the current issue of the *University Correspondent and Educational Review*, which mentions the medical support given to postural reversal by standing on the hands. It appears that the mind works more freely when the feet are higher than the head, and the restoration to normal functioning is effected after nervous fatigue. Apparently, the brain requires an occasional "blood bath," which is admirably supplied in the above manner.

Posture in school children should be carefully watched—this is largely dependent on correct foot alinement. There are many incipient ailments in growing feet, and owing to the flexibility of the bones of the young child, deformities may be corrected in the early stages of growth. It would, no doubt, be discovered if a thorough examination were carried

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out on the question of foot deformity, that a high percentage of this exists—very few children stand correctly—perhaps owing to faulty footwear. We should expect to witness cases ranging from mild ingrown toe-nail to definite flatfoot, while it is extremely important for parents and teachers to realize the correct function of the foot as a weight-bearing mechanism. The inward leaning tendency of the ankle is the result of a lack of foot support by improperly designed shoes. In many cases heels are too high, so that support is inadequate, and the body weight tends to be thrown on the end of the tibia, forcing the heel bone to one side. The obvious result of this is to constrict the nerves and blood-vessels, impeding the blood-supply so that the leg muscles themselves lose tone, inducing a decidedly impaired body posture.

Then, from posture we come to height, which is bound up in spinal alinement during the carriage of the body both during the natural functioning of it, and also its treatment during physical training. Records show that the height of the German schoolboy of seven years has increased 2 in., while the girls show an increase of 2½ in. over a period of eight years (from 1924–32). Respiratory exercises, coupled to muscular movements, help to straighten the back, correct breathing in a rhythmical sequence being one of the most important aids to physical deportment. In this respect it should be remembered that although it is usual to take deep inspirations while depressing the abdominal muscles, the reverse is the correct method, that is, to contract those muscles during the exhalation of air from the lungs, for, in this way a far greater quantity of the alveolar air is expelled from the lungs through the powerful upward movement of the diaphragm.

Finally I would like to emphasize the value of nutrition amongst all other measures for ensuring perfect growth and development. It is, after all, the most natural of the functions of the body, and, fortunately, in this country, as we have seen, the percentage suffering from malnutrition amongst children of school age is very small indeed. In passing, it seems that malnutrition is a very real menace in the U.S.A. among children of pre-school age. Professor Tilden, of the University of Minnesota, declares that of the ten million children of pre-school age in America, nearly a quarter suffer from malnutrition. The great thing which controls growth is the correct working of the endocrine glands; thyroxin elaborated in the thyroid gland regulates the basal metabolism of the body. The synthesis of thyroxin largely depends on the iodine content of food and, it may be suggested, that by the administration of food rich in organic iodine many of the ills of malnutrition may be corrected. However, whatever method is adopted, the factor which affects the normal healthy process of growth more than anything else is a sanely balanced understanding of the physical and mental requirements of the organism in its natural and social environment.

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TEACHING FRENCH A HUNDRED YEARS AGO

MIXED METHODS

By E. A. CRADDOCK, M.A.

WE recently came across a little book entitled *Histoire du Petit Jack; par l'auteur de Sandford et Merton*, with an analytical translation, pronunciation, idiomatical explanations, and an index to the words, by the author of the *Conversational Method of Teaching Languages*. (London: printed for J. Souter, School Library, 73, St. Paul's Churchyard; sold also by the author of the *Conversational Method*, 14, Holborn, 1833.)

The title-page informs us that the book is based on the "Systems of Hamilton and Jacotot Improved."

The author, an unidentifiable "S. B.," was evidently a man who did not do things by halves. Hamilton's system of language study was well known, and books based on the Hamiltonian system were numerous and popular a century ago. But not content with Hamilton alone, "S. B." drags in the even more famous Jacotot, and, finally, gilding the lily, he himself "improves" the combined systems.

James Hamilton (1769–1829) went to America in 1815 with the intention of becoming a farmer and manufacturer of potash. He got no farther than New York, however. There he set himself up as a teacher of languages with a new system, of which the two main principles were that the language should be presented to the scholar as a living organism and that its laws should be learnt from observation and not by rules. If Hamilton had gone no further than the enunciation of these admirable principles he might have been saluted as a major prophet many years later by the partisans of the Direct Method. Unfortunately his actual instruction was based on word-for-word translation, a fact that necessarily puts him outside the modernist pale.

He met with much ridicule in America. He not only survived it, he was very successful. Returning to England in 1823, he continued to teach, and a number of French, Italian, and Latin texts were adapted to his method and published. He had many imitators, of course, and a good deal was ascribed to Hamilton that he would probably have disowned had he been aware of its existence.

On to Hamilton's method the ingenious "S. B." grafted that of Jean-Joseph Jacotot. Jacotot, a considerable figure in the history of pedagogics, was professor of humanities at Dijon, but, compelled to leave France in 1815, he settled at Louvain, where he acquired a great reputation not only for his skill as a teacher, but also for his generosity.

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It was at Louvain that he applied his famous method of education known as *l'enseignement universel.*

To anyone beginning the study of a language, he gave a short passage of a few lines, " and encouraged him to study first the words, then the letters, then the grammar, then the meaning, until a single paragraph became the occasion for learning an entire literature." The pupil studying a text started every day to re-read from the beginning. Each time he took the book, he reached a point a little beyond that attained on the previous day. Finally the whole book was known by heart.

We suspect that here, as is so often the case, the teacher was greater than the method, and that Jacotot would have succeeded even if he had adopted an even less promising basis than this for his instruction.

Our author, " S. B.," combining the method of Hamilton with that of Jacotot and adding embellishments of his own, applies the results of his ingenuity to the text of *Little Jack*, a story issued in 1788 by Thomas Day, the celebrated author of *Sandford and Merton.*

" S. B." procures a French translation of the work and sets about providing it with *apparatus.* First there is an address to " The Juvenile Pupils of the systems of Pestalozzi, Hamilton, and Jacotot." It begins, " My young friends," and after an explanation of the method, goes on to say: " If you read *The History of Little Jack* in the same way, beginning every day from the beginning, you will soon understand it; then you must repeat the French from the English every day, always beginning at the beginning. You will, after a little time, find it very easy, and you must learn a little more every day; when you have learnt all *Little Jack* by heart, it will assist you very much to understand persons who speak French, and by and by, if you go on studying, you will be able to speak French yourself. . . ."

There follows an *Introduction* which includes directions to the teacher using the work:

" Previously to placing this work in the pupil's hand, let him read *The History of Little Jack* in English. Then communicate to him orally the French of the first lesson, thus: MASTER, *Il*; PUPIL, *Il*; MAST. *Il y*; PUP. *Il y*; MAST. *Il y avait*; PUP. *Il y avait*; MAST. *autrefois*; PUP. *autrefois*; MAST. *Il y avait autrefois*; PUP. *Il y avait autrefois*, etc., to the end of the lesson. . . .

" As yet the pupil's book has been closed, nor must it be opened till the master and he have gone over in this manner the first Lesson several times, so that he is beginning to know it by heart. . . .

" Now let the pupil or pupils open their books at the beginning of the English analytical translation, and let them repeat the first Lesson over again with their master, he repeating with each one alternately, and they looking at the translation. . . ."

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What this "analytical translation" was like may be judged from its opening lines :

"He there had formerly a poor old-man maimed, who lived at-the middle of a plain vast and uncultivated, to-the north of the England. Formerly soldier, he had almost lost the use of one leg, by sequel of a wound that he had received in fight-ing against the enemies of his country. When this poor man himself saw thus impotent, he constructed a small cabin of earth, and her covered of turf taken in the plain. A small end of soil that he to-himself made a pleasure of to-cultivate of his own hands, to-him furnished of-the apples of earth, and of other vegetables. . . ."

For private study, the pupil is provided with the French text interlined with the English "analytical" version. We give a short extract to show how it was done. Note the top line with its method of distinguishing liaison, silent letters, nasal and "liquid" sounds :

un k è t *an* a ô â *an*
Un jour q*u*'il av-ai*t* ét-é envoy-é a*u* village, il en
One day that he had been sent to-the village, he from-it
ein t è zi a zé
rev-int avec le-s ye-ux tou*t* noir-s et l-a figure
came-back with the eyes all black and the figure
an è *an* è
enfl-é-e d'un-e manière effray-ant-e : ce n'ét-ai*t* même
swoln of a manner frightful : this not was even
k *an* k é é
q*u*'avec un-e grand-e difficulté q*u*'il pouv-ai*t* march-er,
but with a great difficulty that he was-able to-walk,
an t é è k è
tant il ét-ai*t* malade de-s coup-*s* q*u*'il av-ai*t*
so-much he was ill of-the blows that he had
s
reç-u-s.
received.

To appreciate at their just value the *Systems of Hamilton and Jacotot Improved*, we have only to remember that the pupil was required every day to go over the work from the beginning so that he knew by heart the English "translation" as well as the French. Having learnt it and thoroughly contaminated his English style in the process, he might well regret having embarked on such a course of study and adapt to his own case a sentence from his textbook :

"'Thus then,' himself exclaimed-he to-the middle of his meditations solitary, 'he would-have worth better may-to-be, for me, to-remain quiet there where I was.'"

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CHILDREN IN ARMS

By W. EASTWOOD

ONE of the most significant aspects of education in Europe to-day is the conscription of children in the political and military service of their country. Such is the policy of the Fascist powers, Italy and Germany, and other countries, fearful of the increased strength of these powerful neighbours, are beginning to follow suit.

In Germany, most children belong to the Hitler Youth organization. A German boy, at the age of ten, will enter the Young Folk, and at fourteen the Hitler Youth proper, where he has not merely physical but military training, shooting and war strategy being part of it.

There is the same thing in Italy, but to an even greater degree. There the boys pass through the Sons of the She Wolf, the Balilla, and the Avanguardia Fascista. With " The Book and the Rifle " given to them as the official motto, their training is definitely military, unless they happen to live in one of the large ports, when they will receive instruction at one of the naval training stations. There is no camouflage about the military training of Italian boys.

Similar youth groups exist in Soviet Russia, where the young Pioneers, though lacking the military organization of the Hitler Youth and the Balilla, nevertheless have their drill and rifle practice, hoping one day to get their badge as " sharpshooters " and play a part in the League of Communist Youth.

Turning to other countries, one finds instruction in military subjects compulsory in all Turkish schools, and, according to the Turkish Ministry of Education, particular attention must be paid to gas warfare and the use of the gas mask. Anxiously watching events in Germany, Czechoslovakia has recently introduced pre-military training into its Elementary schools and instituted full military training for Secondary school pupils. Recent announcements show that Poland and France too have the matter in hand. Labour camps and some sort of military training for all boys of fourteen and upwards are to be established in Poland, and in France the new Government Bill will provide for more obligatory physical training in the schools, especially in the Secondary schools, leading up to pre-military training for youths of eighteen and upwards in the Higher schools.

This militarization of young boys, and the political indoctrination which, especially in the Fascist countries, goes with it, is like some noisome disease spreading through the limbs of Europe. And it will continue to spread, for in the race for military preparedness, no country can afford to lag behind another. History has no parallel for this specimen of twentieth-century civilization.

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PUPPETRY IN SCHOOLS

By J. W. MARRIOTT

WHEN the President of the Board of Education visited the Teachers' Refresher Course at Caerleon recently he spent some time in watching, with unconcealed admiration, the performance of Mrs. Nancy Henry's delightful puppets.

The educational possibilities of the glove-puppet are only beginning to be recognized. Handwork is involved in the making of the theatre, scenery, costumes, and "characters." A knowledge of history is demanded for making puppets of Henry VIII, Charles II, Queen Elizabeth, Puritans, and Cavaliers. A knowledge of fairy tales and folklore, too, for younger pupils, while for the older children of the senior school there may be dramatizations from literature or the staging of a play like "Lady Precious Stream."

A puppet fitted on the hand is capable of considerable subtlety of expression—far more than in the case of the marionette worked by strings. The performer, hidden behind the back-cloth, speaks the lines, sings the songs, and makes the "noises off." A child who is too shy to act in person on a stage often astonishes everybody by his performance when he is out of sight and expresses himself through his puppets. It is significant that the habitual stammerer, for example, loses his affliction in puppetry. Psychologically, it is interesting to observe how the secret life of the young boy or girl obtains expression through a puppet play.

But the greatest value of the art is in the form of oral English. The pupil who has difficulty in saying more than an odd sentence or two in the ordinary classroom lesson now has the opportunity for consecutive and sustained expression. He can deliver whole speeches, tell stories, crack jokes, tease, banter, exult; indeed all human emotions are opened to him, and he can reveal his real "self" or "selves." The fact that he can become two persons at once—hero and villain, bully and victim—enables him to disentangle the conflicting emotions within him.

Sometimes the performer acts a ready-made play, but he is often encouraged to improvize, and the chance for spontaneous dialogue is immensely invaluable. The oral English lesson is here developed to its utmost. The ideas may be taken from dramatizations of incidents in history or fiction, but when the pupils are given full freedom they draw upon their own fantasies or from their own experience. They can reproduce or "parody" actual incidents from daily life with that touch of exaggeration which reveals their own attitude towards parents, relations, teachers, and children of their own age. The child's natural love of mimicry is given free play.

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Glove-puppets can be used in nursery schools where the toy-theatre becomes a glorified Punch-and-Judy without that melodrama and "knockabout" comedy with which the old theme is always associated. Why act Punch-and-Judy when it is just as easy to act Dick Whittington or Cinderella? But puppetry can be employed in junior and senior schools as a real art—a composite art—including speech, song, dance, rhythmic movement, scenic effect, colour, architecture. The oldest pupils can attempt passages from a play.

In "The Insect Play" the role of the beggar is played by a human being who stands outside the theatre and watches the allegory performed by the Insects on the diminutive stage. There is clearly a great gain in such a method of presentation.

The person who has never seen a puppet show is apt to be contemptuous about the whole idea. The "characters" are only dolls and the game is sheer make-believe. But the uncanny thing about them is their extraordinary power of appealing to human emotion.

COUNSEL FOR NOVICES

A PUBLIC schoolmaster of long and successful experience offers the following advice to his newly-fledged colleagues:

1. Be human—your class is very human.
2. Cultivate a sense of humour.
3. If you make a joke be sure you can control the results.
4. You will have your leg pulled, only pull harder.
5. Don't be afraid to say you don't know.
6. If your class is bored it is your fault.
7. Be alert and your class will be.
8. Show that there is method and purpose in your teaching.
9. Prepare your lessons.
10. Never fail to do your corrections up to time.
11. Be conscientious, but not officious.
12. Take an active interest in the general life of the school.

EVE SILVER MEDAL

THE Council of the College of Preceptors has decided that one of the conditions of the award of the Eve Silver Medal shall be that satisfactory evidence is submitted showing that the candidate has received not less than three years' instruction in German in a school or schools in the British Commonwealth. This new regulation is intended to promote the object of the award by encouraging attention to German among English-speaking pupils in schools of the British Commonwealth.

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A WORKING MAN'S LIBRARY IN 1870

By L. S. BURNETT.

A SHORT time ago, during an enforced stay in bed, I read the speech of Mr. Baldwin about the pleasures of browsing in a library, and my eyes and mind settled on an old bookcase, made by a village carpenter in the early 'seventies, which was part of my old home. It used to hold my parents' books, on which we children had to depend for our reading for ten years at least, as the village where we lived was a very primitive one.

I amused myself by trying to remember these books in their various positions on the shelves when I was a child, and when I had done this, I thought it might interest others to know what sort of books formed the library of a working man of that time—1870 to 1873.

The bookcase had five shelves, and this is the list of books and the arrangement as I remember them. The bottom shelf was deep and held the largest books: first, a large illustrated Bible, which my mother said was taken in parts, and afterwards bound. It contained hundreds of pictures, large and small, and it was our privilege to spend Sunday evenings looking at these and reading the footnotes. Next came bound volumes of *Good Words*, *The Quiver*, *Sunday at Home*, *Sunday Magazine*, *The Leisure Hour*—two or three volumes of each, in all of which we browsed, reading the serial stories and such of the lighter articles as we could follow. There were also two volumes of *Cassell's Natural History*, very fully illustrated; a large atlas; an illustrated *History of the War with Russia*, and a curious anthology of verse and prose called *The Imperial Speaker*.

The second shelf was not so fascinating to us children. First in order was *Whiston's Josephus*, into which we dipped, skipping the wars and rejoicing in the description of temples, palaces, and hanging gardens, and amused and astonished at the way in which familiar Biblical characters came in.

D'Aubigny's *History of the Reformation*, *Cruden's Concordance*, somebody's *Commentaries on the Four Gospels*, Gibbon's *Decline and Fall of the Roman Empire*, Butler's *Analogy* and *Sermons*, and *The Land and the Book*, all were books for reference for Sunday-school work. Then came Harvey's *Meditations among the Tombs*, Cobbett's *Advice to Young Men*, *Curiosities of Physical Geography*, *Humbugs of the World*," by P. Barnum (a book in which we revelled at times!), *Leaves from Fanny Fern*, Buchan's *Domestic Medicine*, *Consult Me, or Inquire Within for all you want to know*, and *Culpeper's Herbal*.

There was also a bound volume called *The Domestic Magazine, a Periodical for Gentlewomen*, which had for its serial story Hawthorne's

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Scarlet Letter. It compares quite favourably even now with the best women's magazines, and its date is 1860. In addition to fashions (most quaint and refreshing to look at now), sick nursing, care of children, cooking, pickling and preserving, fancy work, and such entirely feminine subjects, it contained series of articles such as " The Religions of the World," " Tales of the Operas," and " Poesy of the Passions," numerous short articles on a wide range of subjects, and short stories.

The third shelf was mostly taken up by the poets—Milton, Wordsworth, Cowper, Byron, Burns, Scott, Longfellow, Goldsmith, Gray—and an anthology called *A Casket of Gems* in a most ornate binding.

Fiction, except in the serials contained in the bound magazines, was not largely represented. *Uncle Tom's Cabin*, *The Romance of War*, by Grant, *The Deerslayer*, *The Last of the Mohicans*, *East Lynn*, and *Danesbury House*, are the only ones I remember. On the fourth shelf was some music—some duets by Mendelssohn, sacred songs and arias by Handel, Purcell, Arne, and Dibden, two copies of *The Messiah*, two volumes of the *Tonic Solfa Reporter* (including Mr. Curwen's first lecture), and *The American Sacred Songster*.

There was also Æsop's Fables in a sort of phonetic script, which we enjoyed trying to puzzle out, *The Basket of Flowers*, John Hartley's *Yorkshire Ditties*, Jenner on *Diphtheria*, Young's *Night Thoughts*, Mrs. Caudle's *Curtain Lectures*, *The Adventures of Baron Munchausen*, and Wood's *Natural History*.

These are all I can remember of the miscellaneous books. There were several Bibles—one with the Psalms in poetic form—hymn books, and our own children's books—*Chatterbox*, *The Children's Friend*, *The Prize*, *Infants' Delight*, etc.

In the cupboard below the bookcase were unbound numbers of the *Sunday School Times*, with serials by Marianne Farninghame, and some New York illustrated papers of the time of the burning of the Brooklyn Theatre (sent by relatives in Long Island).

The working man, my father, died at the age of thirty-three, so he had not had a very long life in which to collect books. He was born and educated at a little village in the West Riding of Yorkshire, and both he and my mother were children of working men.

SHEFFIELD CHILDREN

THE annual report of Dr. T. Chetwood, School Medical Officer for Sheffield, reveals a remarkable increase in the height and weight of Sheffield schoolchildren. A boy of 14 is now 19½ lb. heavier and 3½ in. taller than the average boy of his age in 1920, and a girl of 14 is 14½ lb. heavier and 2½ in. taller.

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THE PUBLIC SCHOOLBOY AND COMMERCE

By Dr. Cloudesley Brereton

EDUCATION for commerce has been very slow in this country, and as far as the public schools are concerned it has been the slowest of all, but progress is now being made in public schools.

One main reason has been that in the past the public schoolboy has very often gone straight into the family business or into some post that the family influence has secured for him.

To-day many family businesses have been turned into joint stock businesses in which the public schoolboy has often little claim on the directors, who have long forgotten the original founder. And what is still more important, with the vast growth of secondary education, instead of a boy finding several jobs waiting for him, he finds several boys waiting for the same job.

The appointment of careers masters, and the introduction of commercial subjects like economics into the public schools, are all indicative that the schools on their side are becoming increasingly alive to the problem. Personally I feel it is a move in the right direction, as I am more and more convinced of the necessity of giving in school or University some technical or vocational preparation for the future calling of the pupil or student—for the professions equally as for commercial life, provided that the introduction of a tincture or element of specialization, especially in the case of commerce, is always based on the age at which the pupil is going to enter a particular calling.

In any case those who go into business to-day must take their job seriously. There is no open sesame to promotion even for the boy who looks on the thing as a soft option, much less for the boy who is "pitchforked into a place." The competition is too keen inside as well as out. The main factor in success lies in the boy himself, or to put it in an epigram, It is the *man* behind the counter who counts.

I use the word *man* purposely, because this is a point in which the Secondary schoolboy, and especially the public schoolboy, has one great advantage in his favour. The Americans have long insisted that business is largely a matter of psychology, especially as regards the customer from the point of view of the human element. The same psychology shows us the importance for the young entrant into business to be able readily to mix with and handle men, to manage subordinates and get the best out of them, and above all to be willing to accept responsibility in increasing degrees as he rises to more important positions.

Hence it seems to me that from his training in the handling of his

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fellows and the responsibilities he has already undertaken as a school or house prefect, the Secondary and still more the public schoolboy has a distinct advantage if he takes his job seriously, not forgetting manner and address, which are also a substantial asset.

Whether the specialization in commerce should be given to a partial extent in the schools themselves, or more fully in some commercial college already existing, or institute to be established later on, is a matter for discussion. Possibly both methods have a good deal to be said for them, but if given in the school I think it should be directed to those subjects and sciences which form the foundation or background of the particular line of commerce the pupil is likely to enter. For instance, history and geography with a commercial bias for some modern languages, with some idea of the land, life, and civilization of those who speak those languages for others—an important point to which I propose to return later, with some form of economics for all.

But I should distinctly rule out for such pupils any attempt to teach business routine or else would give them at most an idea of the machinery of certain businesses.

This training in fact, as far as the public schools go, would be nothing more than a pre-apprenticeship to business.

If a fuller specialization were given in a regular business college, this differentiation in the preparation of the student for some particular type of business he hopes to enter should be further accentuated. Those entering a bank would need one kind, those taking up insurance another, those going to the stock exchange another, those entering an export house another, those taking up salesmanship another, and so on.

Some courses might be common to more than one set of students, but broadly speaking, each student would have his own time-table.

I cannot help feeling that for either type of student, whether in the public school or the commercial institute, it would be desirable to have in each case a special certificate with a sufficiently large choice of subjects as alternatives to serve as an objective to the student and help him to qualify in the particular subject he has been studying.

In the public school it could be a kind of Higher Certificate in which general subjects largely bulked—I use the term higher advisedly—for I am only thinking of boys from 17 to 18 who have passed the School Certificate and stayed on for at least a year after.

For the students in the business college, if such a one were created, or for students attending such institutions as the City of London College or the School of Economics, the examination would be naturally far more specialized. Whether the Inter B. Com. of the University could be utilized for this I do not pretend to know, but my impression is that it is too general and not sufficiently specialized to suit the needs of a large number of students who want to go into a particular type of business.

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Of course the establishment of such certificates would not do away with the need of those professional examinations that students must pass after they have had actual experience of business, like the examinations for the Association of Secretaries, and the various professional examinations in Banking, Insurance, Accountancy, etc.

I will now say a word or two about the importance of studying, if a modern language is one of the main ingredients of the course, not only the foreign language but also the people, institutions, and civilization of the country concerned, especially if the student is going ultimately to take up a job abroad, in a British bank, for instance, for British banks are becoming increasingly aware of the need of having their foreign branches staffed by British people. It is no less important for those who are going to act as commercial agents or travellers abroad, for which I believe there is a large field, far wider than in the past. Here again the American practice of studying the " make-up " and psychology of the foreign customer, as well as that of the home customer, can give us useful hints. This in all probability accounts for much of the success of American salesmanship in Spanish America, from which the English salesman has been largely ousted. It is noteworthy that in the American schools Spanish and not French and German is the most extensively studied foreign language, especially as it is combined in its later stages with a study of the peoples of the South American continent. This idea of studying the civilization as well as the language of a people is now a strong point in French education. It should strongly commend itself to every classical head master—to whom a study of classics would lose half its value if not combined with a knowledge of Latin and Greek history. Our philologically ridden universities, with their disregard of French and German history, have much to answer for, though there are one or two honourable exceptions.

I will quote one instance out of many of the importance of giving students who are going abroad some insight into the lives and idiosyncrasies of their future customers. I once met in France a highly successful commercial traveller who represented one of the largest firms in England. He told me he never dreamed, when entering a shop, of speaking at once about the goods he was selling, but started to talk to the proprietor about his business and his family, and if it was a second visit, inquired into the health of all the family individually. Then, and then only, he introduced the subject of the articles he wanted to sell. Many business people still believe it is enough to scatter their catalogues abroad like tracts or racing circulars, in the mistaken notion that some of them will fall on good ground, whereas the majority go unopened or unstudied into the wastepaper basket.

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YOUTH'S RELIGION

By JOYCE ALLINGHAM

HOW many of our girls read the Bible after they have left school? Very few! It is not the Bible that is to blame, for here, apart from the religious aspect of it, we have some of the best stories in the world, written in unsurpassed style. Yet our young people have no wish to read the Bible.

Why this attitude of indifference to the book upon which the whole Christian religion is based? The fault lies in our method of teaching it. We send our children to schools where no special doctrine may be taught. All instruction is to be confined to the Bible stories themselves.

"Arithmetic, Scripture, Drill," appear on the time-table. There is nothing to differentiate Scripture from any of the other subjects. The girls regard Scripture lessons in the same way as arithmetic lessons—to be got through with the minimum amount of scolding. If the teacher is not observant they talk behind their desks, gaze out of the window, or prepare their French homework. Often, when caught doing so, they are not punished in the usual way, but their crime is regarded as one of irreverence. Have we any right to tell them they are being irreverent? Some schools realize that there should be a distinction between arithmetic and Scripture lessons, and it is the custom to start the latter with a short prayer. During this prayer the majority of the class are either trying to learn the verses set for the lesson or mentally criticizing the mistress's new shoes.

Scripture has to be "swotted up" for the School Leaving Examinations like any other subject. Copious notes must be taken and verses learnt by heart. It is no wonder that when the girls leave school many have no more wish to read the Bible than they have to read their Latin Primers.

Is it necessary that Scripture should form a subject for public examinations at school age?

A system producing such a result needs drastic revision. In most schools it is accepted that Public Examinations are something to be endured. Surely religion should not be so regarded by growing girls.

Few women of to-day have found their religion in the classroom. A parent's or a friend's influence, the words of a preacher, these have opened their eyes to religion, not the meaningless recital of Bible verses in preparation for the ordeal of an examination.

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EDUCATION TO-MORROW

By FREDERICK J. GOULD

AFTER I have said I gave my first lessons, as a boy teacher, to village boys (at Chenies, Bucks) in 1871, the reader might expect me to meander through a long series of a veteran's reminiscences. On the contrary, I at once plunge into the future. I am convinced that we are on the threshold of a great development in general education —primary, and in ensuing stages, and in the two aspects, so-called, " secular," and so-called " religious."

Nineteenth-century numskulls will sniff at " political partisanship " if I push economics to the front of this prophetic outlook. But I am a strenuous Social Creditor of the Douglas persuasion, and, in Douglas's scheme of Parliamentary control of money-issue (equated with the community's production-power) and of consumer's prices, along with universal National Dividends, I see an economic liberation which is innocent of taxation, and which appeals to aristocrats, middle classes, and the millions. As spending capacity thus enlarges, I believe the present bureaucratic rule over schools will loosen and be transfigured (not abolished), and parents will be more free than now to co-operate in establishing many varieties of schools and colleges, as well as better able to provide kindergarten joys at home, or in grouped homes. The few words just written outline a material change. I proceed to sketch two great spiritual, or ethical, changes.

In the middle of the nineteenth century the evolution doctrine was presented; in the biological line by Darwin, and in the sociological line by Auguste Comte. This dual preparation is maturing educational thought into the grand conception of history—the story, or Bible, of social development—as the sovereign idea of all youth-training, and governor of all " subjects " (sciences, arts, and the activities of industry, craft, invention, and civics). All phases of the past will be respectfully studied, all—even the most startling and brilliant—achievements of the modern time will be traced to far-back experiences and roots; and the inspiration to service and the deepening of the universal conscience will be drawn from the noble record of the co-operation, courage, foresight, persistence, honesty, and devotion of the vast army of our ancestors. This record will emphasize the essential life-types—womanhood through the ages; childhood; the everyday faithful labourer; the animal auxiliary of humanity; the organizer in varied forms; the idealist (poet, reformer, prophet); national genius in many modes; racial genius. My own thought has worked along this road for several decades; and in eight international congresses (six of Moral Education and two of History-teaching) from 1908 to 1934, I have caught the sense of a

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thought-wave of many minds. The theme of the 1934 assembly (at Krakow, Poland) significantly ran: "Moral forces common to every human being, their sources, and their development through education." The Krakow congress was attended by Europeans, Asiatics, Christians, and non-Christians. The ancient notion of education as a rush of desperate "subjects" in a confused "curriculum" will die out. I am a believer in (I speak not blackshirtedly!) the "Fascio" or bundle principle, the unifying principle, the synthetic principle, the principle of the history-evangel, the ever-unfolding Bible.

Hence follows a conclusion that the young intelligence of 1937 will grasp, even though it is trampled on scornfully by the doctors and pulpiteers of the bygone dusk. The wearisome "ju-jitsu" between the "secular" and the "religious" methods will be ended. As a humble student of the Buddhist scriptures, the Hindu epics, the Koran, the Hebrew-Christian Bible, the *Imitatio Christi* of Thomas à Kempis, and also of the Humanists, Comte, Emerson, Hugo, Whitman, Nietzsche, and the rest, I affirm that educators of the morrow will readily separate the historic moral values (Love, Harmony, Valour, Vision) from creeds and sacerdotalisms and myths. The influential result in the soul of the world's youth can be termed "secular" as being human, and "religious" on the basis of the simple definition: "Religion in obedience and enthusiasm towards the best in nature without and human nature within." Whitman expressed the idea of civilization, and therefore of education, in three simple words: "Toward something great."

EPIGRAMS

(*From the French of Ponce-Denis Echouard Lebrun:* 1723–1807)

I. On a Lady Poet.

Two faults has Eglé, belle and poet fair,
I know not which the worse is,
She makes her face up with the greatest care,
She does not make her verses.

II. Dialogue between a Poor Poet and the Author.

"Oh, I have just been robbed!"
"*I pity now your grief.*"
"Of my unpublished verse."
"*I pity now the thief.*"

GILBERT PASS.

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GLEANINGS

AFTER-DINNER SPEECH

"Sir Francis Fremantle (C., St. Albans), referring to the physical condition of the people, said hunger in some cases was a good thing. Considerable trouble was caused to-day by over-eating, bad eating, or by bad choice of food."

Parliamentary Report in the "Times."

BALANCED STATEMENT

"The fundamental difficulties of the shipping industry arise from the disequilibrium between the amount of tonnage available and the amount of cargo offered."

Dr. Leslie Burgin in the House of Commons.

COURTLY NOTE

"The Coronation has got the Varsity match licked to a frazzle."

Lord Castlerosse.

RECIPE FOR HAPPINESS

"The Mayor (of Maidstone) appealed to the members of the Council to take the celebrations to heart; he also asked the members and their wives to have tea with the old people. 'I cannot imagine anything to make the old people more happy,' he said, 'than for the members of the Council and their wives to take tea with them.'"

Kent Messenger.

BASIC DIFFERENCES

"Public conveniences erected in the Abbey for Coronation Day reflect neatly the quaint distinctions of British social life. Those for the male sex will be marked: Peers, Gentlemen, Men; while others will be labelled: Peeresses, Ladies, Women."

Daily Mirror.

THE NEW LEARNING

"All my life I've collected cigarette pictures, and you'd scarcely believe what I've learnt from them. British Birds, and Birds' Eggs, and Railway Engines, and How to Mend a Burst Pipe, and Aeroplanes, and Regimental Crests, and all kinds of things. Cigarette pictures have been one of the greatest powers of education that this country's ever known. . . . Why, they're just like a University, sir, if you collect them seriously."

Holly the Barman in "The Poet's Pub" (Eric Linklater).

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A MAN'S LIFE

The *Daily Telegraph* recently printed some extracts from the memoirs of the Duke of Portland. Writing of one of his friends, now dead by process of nature, he says: "Here is a list he gave me of the game he killed between 1867 and 1900":

Rhinoceros	2	Pheasants	142,343
Tiger	11	Woodcock	2,218
Buffalo	12	Snipe	2,769
Sambur	19	Wild Duck	1,612
Pig	97	Black Game	94
Deer	186	Capercailzie	45
Red Deer	382	Hares	27,686
Grouse	56,460	Rabbits	29,858
Partridges	97,759	Various	9,175

Total, 370,728.

REPRIEVE FOR HARES

"Mr. R. Armstrong said there was proof that the hunt was not out to kill in the fact that although through the bad weather there had been only thirty-six meets there had been only twenty-four hares killed in a season in which hares were particularly plentiful."
Yorkshire Post.

JOCULAR UPPINGHAM

"The great moment came when the umpire, W. A. J. West, one of the most famous umpires of all time, could not be found for the group. 'Where's West?' we asked. 'He's gone west,' swiftly retorted Mr. Stocks, maintaining the highest traditions of Uppingham humour."
Daily Mail.

NATIONAL TRIBUTE

"Other nations may sneer at the hypocritical English, but only we can carry it off in the grand manner."
Daily Sketch.

COMFORTING

"There are still head masters who refuse to give interviews to all and sundry on the Modern Boy and head mistresses who do not advertise by filling the magazines with inane generalizations about the Girl of To-day. Such examples are salutary. They also serve who do not throw their weight."
Ivor Brown in the "Manchester Guardian."

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BOOKS AND THE MAN

THE TRAINING OF THE INFANT

NO branch of school work has shown greater progress than the training of young children up to seven or eight years of age. It is at this stage that experiment has been most free and the teachers most enthusiastic. Hence a special welcome is due to an excellent book written by T. Raymont, M.A., formerly Warden of Goldsmith's College. It is published at the price of *7s. 6d.* net by Longmans and is entitled, *A History of the Education of Young Children.*

This is a comprehensive title, but it is amply justified by the scope of the writer's work. In the first chapter there is an admirable survey in outline of the pre-school age when infants were left at home, since even those whose parents might have been able to pay for schooling were not yet ready to begin the study of Latin grammar.

Nevertheless the problems of infant training were attracting the attention of such men as Comenius, and later of Rousseau, Pestalozzi, and Froebel. Their counsel fell on stony ground, for it was the established practice to treat young children as brands to be plucked from the burning by force. A book called *Token for Children*, and intended for the delectation of infants, bore the cheerful sub-title, " An Account of the Conversion, Holy and Exemplary Lives and Joyful Deaths of Several Young Children."

Professor Raymont deals fully with the transition from such horrors, giving an account of Robert Owen's school at New Lanark which was the seed plot of our present day infant and nursery schools. He shows the influence of Pestalozzi and Froebel, indicating how it was restricted by the system of payment by results in public Elementary schools.

With the coming of the twentieth century there appears a new and more sane attitude, and we are told much of the influence of Professor John Dewey and Madame Montessori, with some shrewd criticism of the latter, although full credit is given for the merits of her system. These pages should be read and pondered over by all teachers of infants, and especially by those breathless innovators who cannot distinguish between freedom and anarchy in schools.

The latter portions of this book contain a first-hand account of modern infant schools based on Professor Raymont's long connection with the Froebel Society and the National Froebel Union. Here we see in the best schools a wise blending and application of various theories. Finally there is a chapter on Nursery Schools which reveals the substance of things hoped for and evidence of things not yet seen. Altogether this is a book which every teacher and most university professors may read with profit. The task is easy because Professor Raymont writes in a style which is at once attractive and interesting.

SELIM MILES.

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REVIEWS

EDUCATION

HANDBOOK OF VOCATIONAL GUIDANCE, SECONDARY AND PUBLIC SCHOOLS. By C. A. OAKLEY, B.Sc., Ed.B., ANGUS MACRAE, M.A., M.B., and EDITH O. MERCER, M.A., Ph.D. Univ. of London Press. 10s. 6d.

ALL the authors of this book, and also the writer of the Preface (Dr. Myers), are workers in the National Institute of Industrial Psychology. Thus we have the authority and the experiences of practical and practising experts here offered to us. If from title-page and preface we turn to the end of the book, we find a bibliography of no less than sixteen large pages, recording the existence of more than four hundred works, most of them published since 1930, all of them very recent. But we are reminded in the Preface that vocational guidance is not only recent; it is an art rather than a science; vocational tests are not like graduated gauges, but only aids, and this art is immature and is rapidly developing. However, this wise caution being duly noted, we may say that here is a handbook containing all the essentials relating to recent practice, theory, and such tentative conclusions as are possible, at this present stage of adventuring. There is a note of interrogation hovering about it. What, for example, would they make of it in Russia? How would they apply it, and to what ends? To get the square man in the square hole is as important in a Soviet civilization as in one called capitalistic. Vocational Guidance, in the future, may possibly send the Duke's son to tend an automatic conveyor belt or punching machine, and the cook's son to Industrial Research. We do not know; and it is of that semi-scientific and half-Wellsian future that books like this set us thinking.

R. J.

EDUCATION FOR INDUSTRY AND CITIZENSHIP. By F. G. SUBLET, M.E.E., B.Mech.E., etc. Melbourne Univ. Press (and Oxford Univ. Press). 4s.

THIS study is concerned with (1) General Education; (2) Industrial Education; (3) Education for Engineering. As for the first, its attitude is in the hope that "the State will accept an ever-increasing responsibility for financing the education of its citizens, (but) will not condition this support by demanding any increased control either over teaching methods or over the content and nature of the instruction." Well, and that may very well be well; yet it offers some material for discussion.

The book is most concerned with engineering; and it should interest anyone who is concerned with engineering as seen from a University window.

R. J.

BIOGRAPHY

ARTHUR BURROUGHS. By H. G. MULLINER. Nisbet. 5s.

IN this brief and refreshingly candid memoir of the late Bishop of Ripon, Mr. Mulliner, his chaplain, has resolved some of the many perplexities of a remarkable career without altogether dispelling that atmosphere of frustration under which Burroughs was weighted throughout his too brief busy life at Oxford, Peterborough, Bristol, and Ripon. Neither Oxford or the Church was the most suitable environment for one who by temperament was a prophet in an inattentive world. Like Byron, Burroughs awoke one morning to find his name on the lips of his thinking fellow countrymen. His startling letter, "The Eternal Goal," to *The Times*, in March, 1915, stirred his country's conscience as none other public pronouncement in the first year of the War. But in this, as in all his writings and speeches, his message was perplexing, not so much by its content as by its writer's

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inadequate comprehension of the many diversities of human personality, and his inability to reconcile the inevitable intrusion of political opportunism into his broad conception of Christian doctrine.

It is in his educational ideals and convictions that readers of the EDUCATION OUTLOOK will find their chief interest in this Memoir. In this field, as the Archbishop of York testifies in his introduction, Burroughs' teaching will probably be of enduring influence. He had no patience with specialism in education whose "real aim is to increase the market value of the pupils." This he regarded as sacrificing equipment for life to that for earning a living. He once asked why, by an extension of the principle by which a Fellow of a College or a Public Schoolmaster can be ordained without any parochial title, men should not be ordained for work as teachers in Elementary and Secondary schools. It may be doubted if he himself would have made a good schoolmaster. His ministry was that of friendship, and he constantly fretted over the drain upon his time and energy by mere diocesan routine, confessing

> "Blank misgiving of a creature
> Moving about in worlds not realized."

He was too Liberal in theology and too Protestant in piety ever to find himself at ease either in his diocese or in Convocation. Perhaps, however, his spiritual harvest of a Bench of Bishops such as he would not be negligible.

ENGLISH

THE ELEMENTS OF ENGLISH CONSTITUTIONAL HISTORY FROM THE EARLIEST TIMES. By F. C. MONTAGUE, M.A. Longmans. 6s.

THIS is a new edition of a well-known textbook, first published in 1894. A chapter (written by Dr. Aspinall) has been added on Constitutional Changes, 1901–1931, with a list of Cabinet Ministers, 1914–1931. "In 1931," says the closing sentence, "Mr. Macdonald broke up his Ministry in order to form a National Government, without calling a meeting of the Parliamentary party, and, apparently, without consulting his colleagues in the Cabinet."

R. J.

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